

# School Activities

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# School Activities

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# As the Editor Sees It

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"Good bye, maw, good bye paw, good bye, mule, with your old hee-haw, I may not know what the War's about, but I bet By Gosh that I'll soon find out"—so ran part of a very popular American "song" of World War I. We have a sneaking idea that many and many a soldier and sailor—not to mention many and many a citizen—never did really find out what the War was about.

Now comes war again. By all means let us, through both curricular and extra-curricular activities, so teach our pupils and students that to them, at least, the above lines will be entirely inappropriate.

District and state associations of certain school clubs are beginning to make their appearance. Such organizations have long been common in athletics, music, debate, and other competitive activities; they are at least as justifiable in school club work where education through contacts, rather than through competition, is the main objective.

A decade ago nearly all high school graduation programs were held on either Thursday or Friday night; now they are held on every night of the week, and on some afternoons. With the gradual disappearance of the traditional baccalaureate service (a college service designed for bachelors of arts), Sunday night is being increasingly utilized for the graduation program. There are several quite obvious advantages of this scheduling. Think it over.

*The Councilor* is the name of the newly launched and helpful four-page monthly paper published jointly by The National Association of Student Councils and The National Association of Sponsors of Student Participation. Belong to these two organizations? If not, why not? The Presidents are, respectively, J. Warren Stidham, Anderson, Ind., and Reta S. Rigg, Hastings, Neb.

A certain high school football team "made" the newspapers frequently this fall, not only on the basis of its record, but also because of its practice of kneeling, helmetless, in prayer just before its games. We have wondered what would be such a team's attitude following a game which it played well and lost, and one which it played "lousily" and lost. Too, we have wondered on what basis Divine Providence would decide, and to what extent It would participate, in case both teams prayed for success in the same game. Still further, we have wondered to what extent these boys prayed, publicly or privately, when they faced personal problems that were really significant.

To repeat—and we'll keep on repeating as long as writers and speakers continue to use the term—"excursion," as applied to the usual school activity is both inaccurate and harmful. "Excursion" suggests "a sight-seeing expedition." School "trip" or "tour" implies dignified educational activity. Let's delete "excursion" from our professional vocabulary and keep it deleted.

When high school students are actually elected "senators," meet in the state's Senate Chambers, and present and discuss bills relating to individuals of their own age—as described in Leonard Brockman's "Pupil Participation in Government" (page 194)—then they are being really trained as coming leaders. Congratulations, Pennsylvania!

Have you engaged your graduation speaker yet? Better get him soon—if you want one no one else wants. If you want one no one else wants, there isn't much need for haste. We know from experience that many a school principal and superintendent doesn't begin to start to commence to think about his speaker until a couple or three weeks before the program—and usually, then, what he engages is nothing to rave about. Such a belated procedure is not fair to either class or community.



# The Pupil Implements His Knowledge

THE GUIDE or "director" of Student Activity courses must constantly face the issue of making his philosophy of activities applicable over a wider front. He must work out a comprehensive and generally satisfactory activity program for secondary schools, particularly for a specific school of which the student is familiar—in which he is interested, is teaching, or is preparing to teach.

It requires no great effort to get college or university students to round out their own experiences in the general direction of a philosophy of activities. Many relish this opportunity after brief readings and a few class meetings devoted to a general discussion of the activity program. But to set the stage for, or develop a climate of, opinion wherein each member of the group will find himself in relation to, and actively align his best efforts with, some significant aspect of the activity program, is a challenge confronting the director each semester.

Very often the activity through which some students wish to make their initial attack on the problem is the assembly—"the town meeting of the school" as Fretwell<sup>1</sup> puts it. All students have attended assemblies and have observed their varied nature, the character and quality of programs, the extent of participation, sponsorship and with what success, and so on.

The writer had the good fortune of having in class a music teacher who had been appointed chairman of the junior high school assembly committee at Bloomfield, New Jersey.<sup>2</sup> The teacher was not long in addressing himself to the task of formulating a clear-cut, sound and pragmatic philosophy for the assembly. A bibliography of materials, programs, sponsors, assembly committees, activities, etc. was soon assembled, and a tentative program formulated and presented to the entire group for evaluation. With class criticisms noted, the plan of action was revised, carried back to the junior high school faculty-committee for further adaptation, adoption, and administration.

The following story, in the teacher's own words, represents a report to the writer at the termination of the school year. The report shows how the assembly may be used in forming intelligent public opinion, in exploring extracurricular activities, and in stimulating, unifying, and integrating the emotional and intellectual life of the entire school. Also in promoting a better understanding regarding clubs, homerooms, student council and in helping newcomers to better

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orient themselves to the entire school as well as find their proper place in the varied activities of the same. The last assembly of the school year provides an excellent example for schools that would dignify moving-up day and at the same time abolish the commencement program for junior high schools.

## THE ASSEMBLY PROGRAMS OF THE BLOOMFIELD, N. J. JUNIOR HIGH

After the period of "acclimation" to the new surroundings by the students and faculty was over, a group of teachers was summoned to the conference room and told that the Assembly unit, perhaps the most important unit of the many activities of the new school would be their responsibility. The administration had not overlooked any department of the curriculum in making its selection for the committee. This was a wise stroke on their part, for they knew the value of a representative group for this sponsorship.

Because of the enrollment of the school, approximately 1550 pupils, it was readily acknowledged that one assembly period per week would not prove adequate, since auditorium facilities were restricted to an audience of 800. Two assemblies was the original idea, and the group then divided itself into two smaller groups, each accepting the responsibility for one program each week. Each group met separately for a while, to formulate plans for the year, but soon each came to the conclusion that a worth-while program, satisfactory to all and in keeping with the new surroundings, would require considerable preparation and should be entitled to two performances. From then on, the group, served as one unit.

A statement of the aims and objectives, based on the needs of the pupils of the Junior High School and upon the Cardinal Principles of Education, was formulated. It was felt by all that the assembly should (1) provide an opportunity to correlate the interests of the school with those of the community, (2) develop in the students an appreciation of the finer things of life and provide inspiration for worthy use of leisure, (3) instill desired ideals and virtues through reverence for God and intelligent patriotism, (4) emphasize

<sup>1</sup>Fretwell, E. K., "Extra-Curricular Activities in Secondary Schools," page 208

<sup>2</sup>Ellison D. Harris, Bloomfield, New Jersey

correct audience habits, (5) acquaint the students with the interests of others, thereby widening and deepening their own interests, (6) serve as a means of motivating and supplementing classroom work by using the classroom work as material for assembly programs, and (7) serve as a medium for unifying the school.

A statement of the above aims was presented to the various homeroom organizations, and attached to the statement was a list of suggested topics for assembly programs, also a blank requesting date reservations. It was pointed out that the good assembly program attempts to meet as many objectives as possible. It was also mentioned that the programs, although chiefly educational, could be made entertaining as well. Soon requests began to come in from homeroom organizations, clubs, department heads, and special class groups. The requests were granted and the assembly activity was finally functioning. The first three or four programs were sponsored by members of the faculty committee, who used material that was presented in their regular class work. These programs served as a pattern for future programs.

Acceptance by the committee of full responsibility would nullify one of the major aims of the activity, i.e., wide participation of the student body, and education of the audience, rather than that of the performers only, to break down the feeling that the committee was going to accept the full responsibility for all programs, a rating scale was devised which gave the entire student body an opportunity to express its reactions to the presentations. This was done to make the student feel that he was a part of the procedure, whether he was a performer or a member of the audience. It was also felt that by rating the programs presented, the findings would serve as a guide in the scheduling of future programs. The first assembly program was a song fest, and the response of the student body was highly gratifying, but the nature of the program was quite impromptu, and the need for a routine, or pattern, for our activity was seen.

The installation of the color guard, (Call to the Colors, sounded by the bugle, singing of the Star Spangled Banner, and Oath of Allegiance to the Flag), and the devotionals (Bible reading and recitation of the Lord's Prayer), were added to the beginning of the program. These two features met with such immediate approval that they have been retained as a regular feature of each assembly.

The programs, as presented now, generally follow the same routine. A portion of the time given over to devotionals, presentation of the colors, music, and a program number by a "sponsoring" group.

Many types of programs have been pre-

sented, ranging from solo performances to one presented by a group numbering one hundred and seventy-five students. All programs offered have afforded opportunity for, and have shown, originality, resourcefulness, initiative, cooperation, and entertainment.

The assembly is serving its purpose admirably. It is bringing together students of various likes and dislikes, of various ages, of diversified opinions, and it is showing them how to work together for the good of the entire school.

Below will be found a copy of the rating scale used in the judging of the programs offered by the various groups during the present school year. Following the rating scale will be found the list of programs, their objectives, the number of participants, and the student's reaction to each.

#### ASSEMBLY PROGRAM RATING SCALE

- I. Appropriateness (maximum 3 points)
  - a. Was this program timely? Consider this from the standpoint of season, world events, special events various week celebrations or local features), holidays, etc.
  - b. Was the program suitable? If the central theme was to be comedy, did it present comedy, or did it border on the ludicrous. If the program was a dramatic sketch, was it presented seriously? Was the program for "our" group, or was it beyond "our" age and understanding?
  - c. Did the program "fit" into our lives, or was it entirely foreign to our interests?
- II. Interest (Maximum 3 points)
  - a. How effective was the program in attracting and holding your interest? How did it achieve this hold on your interest, through its charm, or through its impressiveness?
- III. Resourcefulness (maximum 3 points)
  - a. How much originality was displayed in working out the ideas portrayed? (Cleverness in working out ideas.)
  - b. Were the ideas original?
  - c. How much of the material available for use in the presentation of programs of this type was used, and how much originality was displayed in its use?
- IV. Values to students and to school (maximum 6 points)
 

(It is suggested that each question listed below be rated a maximum of two points each.)

  - a. Did the program suggest new interests or ideas to you?
  - b. Did it tell you anything new?
  - c. Was this program valuable enough to justify another of its type?

Each homeroom section was given a copy of the rating scale for use in making its final rating. The class rating was turned in on a form similar to the one below. All ratings

were tabulated, and the program received its final rating.

#### ASSEMBLY PROGRAM RATING SCALE

Home Room Number	_____
Section	_____
Date of Program	_____
Item	Award
I	_____
II	_____
III	_____
IV	_____
Class Average	_____

The following programs were presented by the student body in the assembly of the Junior High School, during the year '40-'41.

DATE	SPONSOR	NO. OF PARTICIPANTS
Oct. 31, 1940		4

#### ART CLUB

Consisted of a series of cartoons, and cartoon tricks using vegetable designs and figures as the bases for the cartoons.

Student rating 12.10

Nov. 7, 1940

#### LIBRARY CLUB

Consisted of a series of brief dramatizations of scenes taken from the most popular books of the Junior High School age.

Student rating 11.5

Nov. 15, 1940

#### BOY AND GIRL SCOUT WEEK NATIONAL EDUCATION WEEK

Boy Scouts outlined the steps in scouting and the method of becoming a Scout. Girl Scouts portrayed several of the objectives and activities.

Student rating 11.9

Nov. 20, 1940

#### MUSIC DEPARTMENT RED CROSS CLUB THANKSGIVING PROGRAM

A combination of two departments. The music department presented an Indian Harvest dance. Instruments used were made by students as a project of the music department. The dance, an authentic Indian corn dance, was learned under the supervision of the music department.

The second portion consisted of the presentation of the food baskets to the League of Friendly Service. This was the school's Thanksgiving contribution. Approximately every home room had a representative in this part of the program.

Student rating 12.8

Nov. 29, 1940

#### SOCIAL SCIENCE DEPARTMENT

This program was the first that en-

gaged outside talent. Former Mayor Demarest presented, through lecture and film, a description of his trip to the Orient.

Student rating 12.3

Dec. 5, 1940

#### STUDENT COUNCIL

Campaign speeches made by candidates for offices on the student council.

Student rating 12.1

Dec. 20, 1940

#### DRAMATIC CLUB

The dramatic club made its debut with the presentation of the Christmas play.

Student rating 14.4

Jan. 9, 1941

#### LATIN CLUB

The members of the Latin Club, wrote and directed the bethothal and wedding scene customary in the days of the early Roman emperors.

Student rating 10.5

Jan. 16, 1941

#### COMMERCIAL CLUB

The first and only "quiz" program of the year. It was patterned after the style of the present day radio quiz program, but used material taken from the Junior Business Training Course offered in our school.

Student rating 12.8

Jan. 22, 1941

#### CHARM CLUB

The club presented an original play in which the aims and objectives of the club were set forth.

Student rating 13.3

Jan. 30, 1941

#### FACULTY PROGRAM Cancelled. Examination time.

Feb. 6, 1941

#### SECTIONS 8-5, AND 8-17

An original play written by the students of the above sections about the LOST COLONY OF ROANOKE.

Student rating 11.5

Feb. 14, 1941

#### ABRAHAM LINCOLN

Assembly committee presented Dr. Hatch of the Montclair State Teachers College, well known for his interpretation of, and anecdotes about, Lincoln.

Student rating 12.4

Feb. 20, 1941

(student body)

#### MUSIC DEPARTMENT

Arrangement of popular war songs. Songs sung during the Revolutionary War, Civil War, Spanish American War, and World War I.

Student rating 9.9



Feb. 27, 1941	2	ART DEPARTMENT	opportunities and need for adequate training. (Not rated)	
		An "outside" program, presented by the Binney Smith Co. showing the uses and methods of using their products, tempera, fresco, and water color. Film and slides.		
		Student rating 11.9		
March 6, 1941	12	SECTION 8-18		
		Presentation of original play, suggested by their study of English, entitled "Study Habits." Showed favorable and unfavorable conditions for home study.		
		Student rating 12.3		
March 13, 1941	1	SOCIAL STUDIES DEPARTMENT		
		Presentation of the film "Romance of America." An historical and travel film presented through the courtesy of the Greyhound Bus Lines. Correlated Social Studies, Art, Science, and Music.		
		Student rating 14		
March 17, 1941	6	KORALITES		
		Another "outside" presentation showing what can be done with choral speech in the English Class. A new and novel way of presenting poetry.		
		Student rating 14.1		
March 21, 1941	16	SCHOLASTIC SERENADERS		
		A "swing" orchestra from the local high school that had as its original sponsor, our present principal. This program was a duplicate of an earlier presentation for the other section of the assembly and therefore was not rated again.		
March 27, 1941	10	STAGE CREW		
		Although there are many more in this group than participated in this program, this group of ten presented a program, with their sponsor, as narrator, centering around their activities back stage during the assembly programs and stage presentations.		
		Student rating 12.6		
April 3, 1941	25	JUNIOR BROADCASTERS		
		This unit responsible for the Safety programs of our school showed how it is done before the "mike."		
		Student rating 13.4		
April 18, 1941	2	GUIDANCE DEPARTMENT		
		Two speakers provided for one assembly each. Discussed vocational opportunities and need for adequate training. (Not rated)		
April 24, 1941	8	MATHEMATICS DEPARTMENT		
		A play. "Why Do I?," written by three faculty members and presented by a cast of six ninth graders. Vocal duet and awarding of mathematics contest prizes. Culmination of Mathematics Month in the Junior High School.		
		Student rating 13.4		
May 1, 1941	1	SCIENCE DEPARTMENT		
		Film presented through the courtesy of the Public Service, showing the electric facilities made available to the community through this concern.		
		Student rating 12.4		
May 7, 1941	100	MUSIC DEPARTMENT		
		The operetta "Chonita" presented originally as the school's contribution to Music Week, presented to the student body as the department's assembly program.		
		Student rating 14.3		
May 15, 1941	25	STUDENT COUNCIL		
		Although 25 people did not actually appear in the assembly program proper, that number of people were concerned with its preparation. A resume, by means of original drawings, reflected on the screen, and the assistance of a narrator, of the Council's activities since its organization as a school activity.		
		Student rating 11.5		
May 22, 1941	6	DRAMATIC CLUB		
		This was an award performance, granted to a group that had selected, casted, costumed, directed, and staged its own play as an activity of the club. The play selected was "The White Lie."		
		Student rating 11.7		
June 23, 24, 25	175	NINTH GRADE ASSEMBLY		
		This was the final program of the year, scheduled to take the place of formal graduation exercises.		
		The program had as its central theme, Democracy. The idea, an original one, called for the services of as many national groups as possible from the ninth grade students.		
		Approximately 175 pupils participated, in at least 10 national groups. Membership to any group was restricted to the nationality of the pupil's ancestors.		

(Continued on page 181)

# The Handbook as a Guidance Device

AS EARLY as 1922, Dr. E. K. Fretwell<sup>1</sup> recommended that there should be in the Philadelphia high schools a students' handbook of convenient vest-pocket size for every high school pupil. More recently writers in the field of guidance have been pointing out the value of the student handbook as a guidance device. For example, Hamrin and Erickson state: "The student handbook can almost be used as a text during the first weeks in freshman homerooms."<sup>2</sup>

Orientation to the new school is now considered an important part of any guidance program. Kefauver and Hand<sup>3</sup> suggest twelve penetrating questions in the area of orientation as part of their proposals for the appraisal of guidance. These questions dealing with the physical plant, the customs and traditions of the school, and regulations and procedures of the school indicate that the student handbook can be an effective instrument for orientation to the new school.

The handbook can be made a valuable guidance device to familiarize both students and parents with the customs, the ideals, the regulations, the curricular, and the extra-curricular offerings of the new school. Notwithstanding the fact that many student handbooks are as dry as the typical college catalogue, it is difficult to carry out an effective orientation program without some organized material in the field of orientation. Salyer<sup>4</sup> recommends that: "Handbooks, year books, and other published information should be provided incoming pupils." Each school should have a student handbook, even though it will be necessary for the smaller schools to mimeograph their book.

If the handbook is to be a student publication, some student group should assume the responsibility for its publication. In many schools, this responsibility is assumed by the student council, but the writing is done by students in English classes. It is rather important to insist that some of this writing be done by those students who have just finished their first year in the new school. This is not only an educational experience for them, but, to some extent at least, insures that the handbook will actually deal with those questions and problems which were faced by this year's beginning class. Because the handbook is such a valuable guidance device, the student council or the board of education should arrange to finance the publication rather than follow the practice of making a charge for each book.

To be an effective guidance device the

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handbook must not only contain vital information, but also must be written in such a way that it will be read and understood by students. Moreover, the handbook must not be regarded as just a rule book. One school expressed the problem of assembly conduct by printing an assembly code. The code is given here as an example of guidance in the field of assembly behavior.

## ASSEMBLY CODE

(By a committee of the Student Council)

The student council and the assembly committee will work hard to make our assemblies *interesting, instructive, and inspiring*. This means careful planning and many long hours of work.

Students should realize that much hard work goes into the planning of each assembly and that a few programs may not measure up to the usual standards, but remember in ASSEMBLY:

*You are an auditor;  
give your undivided attention.  
You are a guest;  
appreciate what is offered.  
You are a host or hostess;  
be gracious to visitors.*

The handbook can serve as a guidance device in that rather intangible area of school tone. An example from the Hickman Guide Book follows:

When you attend the concert of a great artist you sit spellbound by the ringing out of clear, true, and beautiful notes. These notes follow the rules of harmony, mood, and rhythm. The tone is right; the effect is magnificent. But this matter of tone is not limited to the field of music. Institutions and individuals have it. You step into a majestic cathedral during the hour of worship; you note tone. You visit family where the home is clean and tastefully arranged, and children are well-bred; you feel tone. You step into the

<sup>1</sup>Fretwell, E. K. "Report of the Survey of the Public Schools of Philadelphia, Book 4," 1922.

<sup>2</sup>Hamrin, Shirley A. and Erickson, Clifford E. "Guidance in the Secondary School" D. Appleton-Century Company 1939, p. 197.

<sup>3</sup>Kefauver, Grayson N. and Hand, Harold C. "Appraising Guidance in Secondary Schools." The Macmillan Company, 1941.

<sup>4</sup>Salyer, Guy "An Investigation and Analysis of High School Orientation Procedures" Doctor's Dissertation, University of Nebraska, 1940, p. 172.

well-ordered office of a successful business man; you are impressed with the tone of the place.

And individuals have tone—tones of efficiency, good manners, decision, and consideration.

Schools and class rooms have it. Difficult to define? Yes, but not difficult to detect. Come on Kewpies! Let's have class. Let's have tone! Of course, Hickman shall have tone—a clear finished note that will be pleasing to the most discriminating ear.

An attractive well written handbook does not always insure that the handbook will be a valuable guidance device. Definite provision must be made for its careful study. In Hickman High School definite assignments are made in the student handbook. First of all, it is read in the classroom. The second assignment involves an interview with the student's parents. Each student reports on the following two topics: "What Dad thought was most interesting in the handbook." "What my parents would like to know about the school that was not in the handbook." This last report gives the English teacher an excellent opportunity to take up in class any guidance problems in which there is considerable interest which were not included in the handbook.

In addition to these oral reports, all of our first year students do some written work pertaining to their study of the handbook. One sophomore, Margaret Crosswhite, tells of her interview with her parents as follows:

"I had a most opportune time to interview my folks because we were all sitting in the living room after dinner when I mentioned the handbook. Dad and mother thumbed through it; first, with lack of interest, but then, as they saw the many activities of Hickman, they were very much interested. Mother declared she thought that the floor plan was most helpful but Dad, man as he is, liked the honor societies and awards. Dad didn't see how a school could possibly have all the activities and classes described in the handbook after thinking over his country school education."

"Everything in the book helped me indirectly because I was very bewildered when I first got to Hickman."

There is, of course, real guidance value in these English Projects in that parents have a favorable opportunity to learn about the school. Likewise, it is important that students and faculty members know what parents think about the handbook. The following opinions of parents were tabulated by a student committee made up of one student from

each English class. These opinions are listed in order of frequency.

#### *Report of parents' opinion*

The book should be helpful to new students.

The book increases school spirit.

The book arouses interest.

The book saves time.

It is a good project for the school.

It helps parents to know the school better.

It helps the parents to understand school activities.

Before the study is completed, each English class organizes into small committees and makes recommendations looking toward the improvement of next year's handbook. These recommendations are not just busy work. They give the student experience in expressing himself clearly and persuasively about a matter of interest to himself and his classmates. He knows that his recommendations are given careful consideration by the handbook staff, so he early feels that he is a part of the school and that he is helping to shape its policies. Because of this, he feels his responsibility to uphold its traditions and maintain its standards. Phrases and ideas from the book are adopted into his own personal philosophy and it becomes not a mere paper-backed rule book, but a guide for his conduct.

#### *Exchanging Tickets*

The policy of schools exchanging courtesy tickets for various interscholastic activities and events is a splendid one and certainly should be encouraged. It is practiced by many schools in this state. May this professional democracy continue to grow, but let it always be on a professional basis and not lowered to the depths of racketeering.

Many times the administrator doesn't see eye to eye with the coach or other faculty members in regard to expenditures and complimentary tickets. If the athletic season has not been a financial success and at the end of the year there is no fund to draw upon for this debit, there is but one man held responsible. That man is not the coach or faculty member but the superintendent or principal. He and he alone finds his way to the bank, signs a promissory note, mortgages his home, gives a lien on his car as collateral, pays the deficit and returns to his desk a poorer but wiser administrator.

Isn't ten or twelve exchange tickets sufficient in any man's league? Occasionally an extra one or so might be desirable but an extravagant request for twenty or twenty-five in addition to the administrator's tickets is utterly disgraceful. See that this does not happen in your school and help the administrators by not approving it in the other fellow's school.—Troy D. Walker in *Oregon Education Journal*.



# Vitalizing the Teaching of Democracy

DEMOCRACY taught by theory alone is impractical unless it is vitalized by everyday life experiments. Most of our schools and teachers have been too traditional and theoretical in teaching for Democracy to become realistic to the pupils. To the pupils, democracy has been something to be talked about, not to be had. They often listened to the teachers tell about unalienable rights of Americans, but at the same time suffered under dictatorial restraint and regimentation. In many instances they dared not talk for fear of repression.

I am convinced that Democracy cannot be taught formally, as arithmetic or history, any more than character or citizenship can be taught. Democracy can be explained, defined, or illustrated by example, but at the same time remain meaningless to the pupil. There is only one sure way for the pupil to understand the term, and that is to practice it. By practicing it, I mean, participate in its forms and privileges, without chafing restrictions. Thus, unhampered by a dictatorial system, Democracy becomes real to the pupil; at last he begins to learn its true meaning, because he is living it.

With this belief in mind, I was determined to vitalize the teaching of Democracy in my American Democracy Class. My desire was to arouse enthusiasm and spontaneity in my pupils on the subject, but I knew that I could not, if I followed the usual technique of reading the text, lecturing, giving assignments for special reports, or any of the other usual routine methods employed in teaching.

The first thing I attempted to do was to dissolve the formal classroom atmosphere. I wanted informality. I wanted my students to feel unrestrained, to feel free to discuss, and to recite without fear or embarrassment. This is, and should be, a natural situation. It can be accomplished in a friendly and informal classroom atmosphere, with a patient and sympathetic person as teacher.

Our classroom became our testing room and laboratory for experimentation. We dispensed with much of the formality of the usual class. Discussion was planned, but soon it needed no artificial motivation, for it to become natural. Oral or written reports and other contributions to the enrichment of the course were to be optional.

Definite assignments were certainly not to be excluded. They are important and fundamental. Some of the required assignments were: reading of text and other supplementary material; an original essay on the subject, "Crossroads of Democracy"; an ora-

DAVID CROCKETT

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tion on American Foundations; lastly, letter writing for government documents and pamphlets. It is foolish to think that fundamentals can ever be excluded from teaching, but quoting from Dean Dennis in his "One Imperative Plus", "Fundamentals of a sort will always exist, but they should not become fetishes by those who would continue to grow."

These assignments were given to develop a sense of responsibility, and to stress thoroughness and scholarship. I repeatedly told them that one must be well read to converse intelligently. But classroom participation by the students and teacher alone in studying problems in American Democracy is too narrow and limited in scope for the results to be far reaching.

I had to go further. Business men, civic leaders, and other public officials were invited to come to our laboratory with their problems for our analysis and study. These meetings were arranged in accordance with the logical sequence of study in our text. The results were highly satisfactory and thoroughly enjoyed by the guest participants as well as by the students. To date we have discussed problems with a press representative, a county superintendent of schools, a city superintendent of schools, a county judge, a police judge, and a county and state health representative. Plans are made to continue these meetings with the various representatives of our Democracy. I believe that these discussions with the various men and women who represent the various departments of our American government will better enable my students to understand its functioning.

The next and logical step was to arrange a series of visits, which, by the way, came as invitations from some of our speakers to see for ourselves how the agencies of government operate. These trips did more for the students than anything I could have done or told them. The intricacies of the duties of the city manager and the responsibilities of the other public officials became more meaningful, and I am sure more effect upon my students could not have been attained in any other manner.

To go still further with the practicing of the forms of Democracy, I was given permission to conduct a practical experiment in Democracy and to have charge of the as-

sembly program on Friday of National Education Week. On that day members of my class were to assume the role of the various administrators and teachers of our school. One of my pupils appeared on the assembly program the week before and presented the plan to the student body. The teachers were to assist only by giving suggestions to the students who were to be the teachers for the day. Otherwise, the responsibility of managing the school would be entirely on the students.

At the present time once every two weeks we are conducting over our local radio station a series of student forums. The aim of these programs is chiefly to stimulate thinking, to discourage reason guided by ignorance and prejudice, and finally to arouse in those who are our future citizens a desire to build a greater America and to perpetuate the principles of American Democracy.

It has been said that "education is both the cause and the result of Democracy." No truer statement was ever made, especially today, when the future of our Democracy must rest upon an educated electorate. Today we are faced with multitudinous attempts to black-out the truth with propaganda. Countless subversive elements are employing the same age old tactics of exploiting the ignorant by creating race and class prejudice. Sometimes this is done with the very symbols of patriotism. It is our task to assimilate the truth from this distorted maze of propaganda and to guide the thinking of our students, unhampered by prejudice, fear or on-the-fence reasoning. Our goal is clear. A united, sound, sane, and educated future citizenry must lead the world to an enlightened future.

## A Know-Your-Own-Voice Clinic

N. D. MORGAN

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CAMPBELL County High School's voice culture course, "Know Your Own Voice" was conducted on September 10-11-12, 1941, and has been recognized as the first school in the Rocky Mountain section to set up such a voice improvement clinic. It has been recognized also, as the first of such high school clinics in the country to make individual voice analysis of all student's voices by sound and screen.

Facilities provided by the Mountain States Telephone and Telegraph Company were installed in the Campbell County High School auditorium. The voice clinic was supervised by Mr. John C. Fleming, information librarian of the Denver branch of the Mountain States

Telephone and Telegraph Company, and by Miss Ruth Holtom, instructor of Foreign Languages and Commercial subjects in the Campbell County High School. Arrangements for the voice culture school were made by the high school superintendent, Mr. N. D. Morgan.

The new "mirrophone," a machine which records sound for a full sixty-second period and repeats the recording once or many times, was the feature attraction and training aid during the three days. Each student was given an opportunity to speak into the mirrophone and to hear his own voice repeated. In addition, the "oscillograph," the wave meter for the study and analysis of intensity, tone quality, and inflection of the human voice, was introduced to make a more accurate analysis of individual student's speaking abilities. In an effort to avoid stilted mannerisms and self-consciousness, in so far as possible, voice analysis was made of those not suspecting that observation and recordings were being made. Approximately 300 students were tested in the voice clinic.

Motion pictures were used throughout the three-day session to illustrate the far-reaching effects of a pleasant voice and the importance of proper speaking over the telephone.

Utilization was made of the knowledge gained as a result of the voice culture course in the various departments of Campbell County high school. Normal Training students specialized in the value of a good voice in the teaching profession. Commercial students studied voice from the viewpoint of the business world, and classes in speech, music and language were instructed in the importance of effective voices in enunciation, delivery, and clearness of thought.

So popular was the clinic that it was necessary to arrange special showings of the speech equipment in the Stockmen's Bank of Gillette for residents of Campbell County. Many took advantage of this demonstration given by the local manager of the telephone company.

The WPA Writers' Project is planning to prepare among other items volumes on American eating habits, a popular history of forest conservation, six regional books on arts and crafts, a national defense series covering many health and nutritional aspects of civilian defense, guides to military and naval areas, a volume in Spanish—*The United States, A Pictorial Study of a Democracy*—for distribution by the State Department in Central and South America, and several special additions to the American Guide Series, such as a *United States Travel Atlas*.—School Life

# Growth of Student Council

**A**ERICAN youth today faces a great responsibility—a responsibility greater, perhaps, than that of any previous generation. Strangely enough their obligation is the preservation of a way of life they have taken for granted.

The insidious and unscrupulous attack of totalitarianism on freedom of the individual has caught the forces of democracy napping, and the results are frightening for freedom loving peoples all over the world. We have been rudely awakened to the fact that the liberty and freedom we enjoy is in great danger. No longer can we depend only on empty, superficial lip service to our ideal of society. Rather, we must put into action by practice, the principles for which our for-bearers were willing to die.

Modern youth's responsibility is basically one of choice. Will he choose to follow a way of life that makes possible the advantages and opportunities he now enjoys or will he content to sit idly by and see the ideals go by the board, to be supplanted by fascism or some other form of totalitarianism? The opportunity to practice and test the democratic concept before actual participation in its citizenship privileges should logically be found in American schools and more particularly on the secondary level. School officials who preach the American way of life and extol its virtues but actually govern their school in an arbitrary and dictatorial fashion often serve only to shatter the ideals of high school students.

Today, more than ever before, the American School, jewel of our American Way, must gird itself with the armor and weapons of Democracy. High school students, made conscious of the freedom they enjoy as Americans, may well constitute our strongest bulwark against aggression from hostile powers. These students must become ardent champions of Democracy and not parasites that enjoy its benefits, without contributing to its well being.

In 1934 Shadyside High School officials and many students became impressed by the growing need for student government. The realization that any attempt to install a full-fledged student government without careful preparatory measures would be foolish, prompted all concerned to proceed at first with caution. After some deliberation it was agreed to establish a semi-official group to be known as the Assembly Club. Representatives elected from each homeroom served on this committee, whose primary duty was to plan and supervise student assembly pro-

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grams in cooperation with several teachers chosen from the faculty. Obviously, such a group was a far cry from self-government, but several important requisites of student control characterized the club. Its members were elected by the student body, it was a representative group, it had limited authority, and it became recognized as an important cog in the activities of student school life. Gradually, election to this group assumed an important and cherished place in the eyes of every student.

In 1937 this group passed a resolution to submit sample constitutions of student government to the student body. This was done, and discussions of this proposal were carried on in the various homerooms. No attempt was made to set up a student government at that time, for the main purpose was to "feel out" attitudes and get reactions. Actually, little interest was elicited, and the movement tapered off until it appeared that the idea had died a natural death. However, the germ of student government had been sown and eventually bore fruit in the form of more homeroom discussion and panels on the benefits of student government. Skilled and patient teacher control of these homeroom programs brought the plan to a head in 1940. During the autumn of this year, the time seemed ripe to complete the preparatory steps. Each homeroom elected delegates to a constitutional convention, and the important task of drawing up a constitution was begun. After careful consideration of many sample constitutions, more homeroom discussions and debates, the convention finally submitted, in January, 1941, a constitution to the student body for its approval. Every homeroom was urged to criticize constructively this constitution. This done, the convention re-wrote the instrument (which incidentally was changed a little from the original) and gave it to the high school as the final draft. Following is the constitution as it was finally approved:

## CONSTITUTION STUDENT COUNCIL SHADYSIDE HIGH SCHOOL SHADYSIDE, OHIO

### Preamble

We, the students of Shadyside High School in order to stimulate school spirit, to uphold



the laws and regulations of our school, and to establish a closer relationship between the faculty and the student body, do hereby establish this constitution for the students of Shadyside High School.

## Article I

### ORGANIZATION

SEC. I. There shall be a student government whose membership shall consist of the entire student body of the high school.

SEC. II. There shall be a student council, which will act as a legislative branch of this government, consisting of four representatives from each of four classes—each homeroom to have at least one representative, and any other representatives to be elected at large.

SEC. III. There shall be a faculty advisor appointed by the principal and approved by the Council.

SEC. IV. The representatives of the Student Council shall be elected during the last week of the first semester of each school year by secret ballot, to serve two semesters. (The second semester of that year and the first semester of the following year.) The Senior representatives shall hold honorary seats in the Council for a third semester; that is, during the last half year that the Senior attends high school.

SEC. V. The term of office for all representatives and officers of the student council shall be two semesters. Any representative may be recalled by a majority vote of his class, after which the class shall immediately elect a successor.

SEC. VI. Any representative who fails in scholastic standing for any one marking period will have to appear before the faculty advisor for explanation and may be recalled. Representatives shall be removed from office if they fail to attend two consecutive meetings without reasonable excuse.

SEC. VII. In order to hold a major executive office in the council, the student must have a grade average of B or above. In order to hold the office of president, the student must have been in the council one year.

(To be effective after first year of the Council.)

SEC. VIII. The executive officers of the Student Council shall be a president elected from the Junior Class, a vice-president elected from the Sophomore Class, and a secretary elected from the Freshman Class.

## Article II

### DUTIES OF OFFICERS

SEC. I. The president shall preside at Student Council meetings, shall perform such duties as usually devolve upon presidents of similar organizations . . . .

SEC. II. The vice-president shall assume the duties of the president in case of his absence or disability.

SEC. III. The secretary shall keep a record of all meetings of the council and provide a copy of the minutes for each representative for discussion in the homerooms and copies for members of the administration, shall carry on the correspondence of the student council, and keep a record of attendance at council meetings.

## Article III

### MEETINGS

Regular meetings of the Student Council will be held every two weeks in a convenient place and at a time appointed by the council president.

## Article IV

### TAXATION

Should it be necessary at any time to raise funds for essential activities in school and for the benefit of the students, the student body, by majority vote of the Student Council, may be taxed . . . .

## Article V

### POWERS

A quorum shall consist of three-fourths of the Council membership. To make laws and regulations, three-fourths vote of those present will be necessary.

## Article VI

### VETO

A law or regulation may be vetoed by the principal or by the sponsor and president of the Student Council, and it may be vetoed by a two-thirds vote of the entire student body after the matter has been brought before the council by a petition signed by forty students.

## Article VII

### PETITIONS

A request for the consideration of any problem concerning student government by one student or a group of students may be presented to the Council through their homeroom representative.

This action may be done in two ways: (1) The homeroom representative may either present a petition to a student of the council; or, (2) appear before the council personally.

## Article VIII

### AMENDMENTS

Amendments may be added to this constitution by vote of two-thirds of the student body, provided that the said amendment is presented to the council in writing two weeks before consideration by that body.

## Article IX

### COMMITTEES

The following standing committees from the Student Council shall be appointed by the president, with advice of the principal or sponsor:

1. ASSEMBLY—to schedule and assign student assemblies for the year and confer with the administration regarding paid assemblies.

2. **JOURNALISM**—to cooperate with the Shaddean and Pen & Ink Staffs in the production of these two publications.

3. **CALENDAR**—to see that all activities of the school are scheduled in advance as much as possible to avoid conflicts.

4. **DEVOTIONAL**—to have charge of daily morning devotionals.

5. **INTRAMURALS**—to have charge of class tournaments and contests.

6. **WELCOMING**—to welcome and help new students become acquainted with our school.

7. **CHEER LEADER**—to sponsor cheer leaders group and aid in planning of pep meetings.

8. **PUBLICITY**—to be responsible for all school news of interest to the public. All news items released for publication must be first reviewed by the principal or sponsor.

9. **STAGE HAND**—to see to the care of curtains, back drops, stage, etc., before and after school affairs.

10. **ACTIVITY POINTS**—to enforce the provisions of an approved extra-curricular points system that stimulates and limits extra-curricular participation.

### Article X

#### RULES OF PROCEDURE

Robert's Rules of order shall be recognized . . . .

Immediately following adoption of the new constitution the old Assembly Club was dissolved, and the new Student Council was organized. Opportunity to function during the school year 1940-41 was limited, as the organization was not completed until April, 1941. However, this proved advantageous, as the novelty wore off during the summer, and after returning to school in September, 1941, the Council began work in earnest. On the whole the reaction of the student body has been favorable in spite of severe criticism, which had been expected. Thus far the Council has accomplished some commendable results. The following problems have been attacked by the Council and in every case its action has relieved the troublesome situation.

1. Noise in the halls and corridors. This circumstance, although not completely solved, has been reduced by the establishment of a hall patrol and strict enforcement of "corridor pass" regulations.

2. Lockers left unlocked and open. Small fines exacted from those students guilty of this shortcoming soon solved this problem almost entirely.

3. Activity Point System. Such a plan was worked out and applied by the Council and has done much to encourage students to participate in the activity program as well as to discourage over-participation.

4. A Democratic Philosophy. By constant and continual reappraisal of the democratic concept through stimulated homeroom programs the Student Council has done much

to make our high school conscious of the benefits of the society in which we live. This is by far the most important and vital aspect of our student government. In spite of the many mistakes and errors it has made, and will continue to make, this is the real value of any student government—the ever abiding consciousness of the fruits of the democratic way. The actual participation that makes our way of life real to boys and girls is the only excuse for any student government.

### A Triple-Threat in School Journalism

(Continued from page 174)

The center of the theme was the arrival of the various national groups at Ellis Island, some time during the late nineteenth or early twentieth century. As each group arrived on the stage, arranged to represent a pier at Ellis Island, they were met by custom and immigration officials as well as by members of the traveler's aid, etc. Their baggage was assembled, their landing cards checked, and an enterprising inspector succeeded in getting each group to sing a folk song of their homeland, followed by several folk dances.

In order to "tie-up" the entire performance, the inspector called his assistants together and did an American folk dance, after which he sent to the waiting room for a representative of each group and taught them an American folk dance.

The finale consisted of the parade of the flags, carried by a descendant of a native of the country represented by the flag. Twenty-two flags, not including the American flag, formed an avenue of flags, and the "immigrants" took their positions on the stage, after marching down the "Avenue of Flags."

The Assembly closed with the singing of the Star Spangled Banner and God Bless America.

All music and dances used in the program were authentic.

Each performer was costumed in the native costume of the country he represented.

Costumes were rented, made by the students, or borrowed from persons who had authentic costumes on hand.

The finale, with its many costumes and flags and the great number of students, made a very indelible impression upon the audience.

The physical education department assisted the music department in the preparation of the folk dances.

# A Triple-Threat in School Journalism

"**S**AY, THAT new paper certainly is better than any other we ever had. Why I even got quite a kick out of reading it; everything in it didn't seem to be stale." Those were the words of praise—faint but none the less significant since they came from one of the school paper's most severe critics—overheard in the hall following a recent experiment in school journalism undertaken at our small institution.

"You know I think I'm going to save this copy of the paper," was the reply of one of the critic's companions. "Usually it goes into the wastebasket as soon as I've read through it; but since this issue is sort of like a diary of school affairs, I'm going to keep it."

Then the third member of the group—who happened to be one of the newspaper staff—expressed his view on the subject as well. "To tell you the truth, fellows," he said, "I like the new sheet better, too. Maybe I shouldn't admit it because it makes me seem egotistical, but like most writers I'm pleased at seeing my work in print and having people know that it is my work." He was referring to the fact that all articles were signed or initialed.

That brief conversation reflects the reaction of the student body at the Hazleton Undergraduate Center of The Pennsylvania State College to their new school paper, one aimed at overcoming the disadvantages of the traditional newspaper and at producing a publication better suited to serve the needs of a small school population. For some time the inadequacies of the typical paper were as evident to the Hazleton advisory board as they no doubt were to most other faculty advisers serving to guide the destinies of student publications in small or relatively medium sized institutions. At rather frequent intervals we were beset by the doubts previously voiced in this magazine by John Carr Duff<sup>1</sup> as to whether the school paper really served any worth-while purpose or if it was merely published because that was the thing to do. In that same article Professor Duff suggested that we study our own publishing problem and produce a periodical the form, organization, and contents of which fit our particular purpose. Our new publication is one answer to Professor Duff's suggestion and perhaps an answer to the newspaper problem of many another school of a few hundred students.

## DIFFICULTIES OF THE TYPICAL PAPER

Several years experience and observation have but served to indicate to the writer the

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disadvantages of the traditional newspaper in the small school organization. Most serious of all the objections from the professional news man's point of view is the fact that the news is "dated" by the time it is published. That which goes for news is both old and cold before it comes out in print; unfortunately for the editors, in a small institution everybody seems to know about practically everything that has taken place. Under the most propitious circumstances the school paper has to compete with the "grapevine," and in the small school it is usually the paper that comes out second best. If the paper is to hold any prestige among the students, the staff must resort—at least, from an educational point of view—to rather questionable tactics. In order to beat the grapevine the staff will often find it necessary to "rig" up a story, or they may have to "make" news if they are to have any.

Another common criticism levelled at the average school paper is that there is much of a sameness about it. The articles are too much alike within a single issue, and issue after issue. Students really get tired of reading when and where there is going to be a party, dance, or basketball game, and in the next issue when and where there was a party, dance, or basketball game. The imposition of too many conventions in school journalism has evidently served to rob the typical publication of sparkle, originality, individuality, creativeness, and color.

The conventional newspaper form also imposes upon the students editorial staff the costly practice of headlines. "Costly" is used here advisedly, inasmuch as the average job printer will charge about as much to set up a page half filled with headlines as for a full page of straight matter. At the same time valuable space is taken up by heavy "heads," a natural tendency towards which has come as a result of the professional newspaper's trend in the same direction. Let me add a word of protest against that practice, too, since it seems that very seldom does the

<sup>1</sup>John Carr Duff, "The School Paper Appraised in Terms of One Alternative," *School Activities* (March 1941), Vol. XXI, No. 7, pp. 284-285.



average school story deserve the undue prominence which the use of a large headline serves to give it.

Finally, there is the problem of staff organization to be resolved. Of course, ways have been worked out to solve this difficulty such as the scheme of revolving staff duties outlined in the November 1940 issue of *School Activities* magazine.<sup>2</sup> If an opinion may be hazarded on this problem, however, perhaps the hiding of our student writers in anonymity is a policy the wisdom of which is seriously to be questioned. Too often the individual staff member has the feeling that his work goes unrecognized and that he fails to acquire any prestige compensating him for the effort put forth. It all sums up to the fact that we have failed to take advantage of a fundamental human drive, and in time the newspaper staff is minus one member after another. As a matter of fact, under circumstances such as the above, the school paper too frequently shifts from a student activity to a faculty chore. It is probably quite true that many a paper continues being published with the faculty doing the editing and writing simply because the idea is more or less ingrained that the school is supposed to have a "school" paper.

#### THREE-FOLD PURPOSE

Faced with all of these difficulties at one time or another, the advisory board at the Hazleton Undergraduate Center eventually studied the situation with a view toward developing a school publication more definitely suited to its particular needs. The result was the new type publication, which for want of a better term is called a "news review," that the present article calls to your attention. The school paper continued appearing under its old title, *Hazleton Collegian*, but its face had been lifted, its format changed, and its scope enlarged.

Looking back now, we agree that it would probably have been wise to have changed the title also. First, because a new title would really have implied a new beginning; secondly, and more importantly, because a title as general as *Collegian* is not of the best. Personally, it would seem preferable to have a title in keeping with a salient characteristic of the community or the school, as the *H. U. C. Mountaineer*, because of the lofty altitude of that city. Examples of such appropriate names are found at Youngstown College, where the paper is called the *Jambar* after a district familiar to all acquainted with the history of steel in Youngstown, and at the DuBois Undergraduate Center of The Pennsylvania State College, where the title *The Duc* affords clever use of the junior college's initials.

Be that as it may, the revamped paper made its appearance in due time. The aim

of the new periodical was three-fold, combining the features of (1) a newspaper, (2) a yearbook, and (3) a literary review. Primarily the paper was to be informative, passing on to the student body all the items of news, present, and future. At the same time, it would endeavor to present in summary form an account of previous activities in the school-life, along with whatever pictorial material that might be available. Finally, the entire paper would be written in an individual pattern with certain distinctly literary features, such as a poetry column, short story column, feature column, and so forth.

#### DIFFERENT IN STYLE

The style of the new publication was decidedly different from the old; it combined that of the weekly news magazine (*Time*, *Newsweek*, etc.) and the newspaper *P.M.* As a matter of record, they are probably the journalistic progenitors of the news review. The endeavor was to present the news in semi-literary style in various departments or columns. As far as possible, the conventional news lead and development were discarded in favor of a more individual narrative treatment.

Perhaps an example will serve to illustrate the method of handling the material. For instance, the "What's News?" column in the final issue last June began and ran in part as follows:

"This title may be somewhat misleading; what was news is now part of the history of the Hazleton Undergraduate Center. We are now ready to write The End to a college year which has held much more than eight o'clocks and blue books. We've worked, we've played, we have been amused, and we've been enlightened.

"We've worked—Yes! And to make sure that Center profs would find plenty of supplementary material to which they could refer us, two hundred books, most of them coming from the Fayette Center, were added to our library this semester. Among the fields represented in this collection are history, economics, modern languages, and literature. In addition to these volumes from Uniontown, we have received books and pamphlets from the Carnegie Foundation for the use of the International Relations Club.

"We could go on for columns about classes, about cramming until three in the morning, about 3's and -2's; but that's an old story. Let's go on to other things.

"We've played—with guests as well as

<sup>2</sup>Marion Marsh Brown, "School Paper on a New Basis," *School Activities* (November 1940), Vol. XII, No. 3, pp. 105-106.

with our fellow students. In accordance with their policy of entertaining the members of the visiting Center basketball squads, the students of HUC took the DuBois team to the 'Old Opry House' on January 17. Everyone booed the villain as he pursued the heroine and cheered the manly hero who rescued her from the foul clutches of her assailant. The audience wept with Charlie Chaplin—and laughed with Harold Lloyd. At the conclusion, we had to wade through the peanut shells to come back to present day reality."

#### CONTENTS OF THE PAPER

All of the features were handled in a dozen or more such departments informally written. Among the various column headings were such as these:

(1) "What's News?"—This column included a resume of newsworthy events; namely, parties, academic activities, assemblies, faculty news, and the like. In summary form the past of the school was brought up to date.

(2) "Strictly Sports"—As the title implies, this is another sports column, this one covering all the varied athletic events staged by the students from ping-pong to basketball.

(3) "Forecasting"—Coming events cast their shadows in this particular department, the aim of which is to highlight important happenings scheduled on the school calendar. It is in essence the school calendar, depending only on how comprehensive it is possible to make it.

(4) "Featuring"—Here an attempt is made to select one outstanding activity, event, etc., to play up. In one instance it may be the school's social program, in another, art exhibits, or in a third, some interesting and unusual class activity. The point is to select a really significant activity out of the institution's recent program.

(5) "Introducing"—A faculty biography was run in the Hazleton paper, but there is no reason why this could not be a delightful column of personality sketches of both students and faculty. Such a department certainly has its appeal in an informal publication of this type.

(6) "Clubbing It"—Latest activities of the various student organizations thus are recorded. Any worth-while paper desirous of aiding the extra-curricular program of the school certainly wants to support its clubs and other organized groups. The Glee Club, Radio Guild, International Relations Club, Bridge Club, Thespians, or other organization gets its verbal pat on the back.

(7) "Co-Edities"—All for and about women. Let them handle this column exclusively; a good women's editor can make much of it and at the same time build up morale within the woman's group. Another title for this

same column might be simply "The Women."

(8) "Officially"—Student government reports to its constituents. Train the student council secretary to edit his contribution and make it part of her secretarial duties, but above all keep the department alive and interesting; don't let it become merely a transcription of the secretary's minutes.

(9) "Centering Around"—Exchanges from the other Undergraduate Centers of The Pennsylvania State College with whom there is a bond by virtue of an Inter-Center Student Council Conference, basketball league, visitations, and common Alma Mater. Thus many good ideas are brought to the attention of the student body, ideas that later blossom into activities, parties, or programs.

(10) "Inquiring Reporter"—A question is posed and brought to the attention of various members of the faculty and student group. "What do you think about having an R.O.T.C. division at the Hazleton Undergraduate Center?" and "What is your opinion of the supervision of the library by members of the faculty?" are two of the inquiries recently directed at the student body by Hazleton's "Inquiring Reporter."

(11) "Yours Truly"—An opportunity for the student letter writer to spout. A real feature if the student body can be stimulated to contribute.

(12) "The Rostrum"—Opinions, editorial or otherwise, can best be voiced from this platform. Here has appeared a paper against the extension of federal powers written by a student in an argumentation class as well as "An Educational Creed" contributed by a student committee from the Education I class.

(13) "Opinion"—This is the usual editorial column. Our first admonition to one staff after another has been to make the paper's editorial policy vital, progressive, and aggressive, always keeping in mind the ultimate good to the school.

(14) "In Print"—A column for the student with literary inclinations. Regularly featured is a short story, essay, or sketch by one of the students. Such a department is a decided stimulant to the work in English composition, since there are very few youths who do not thrill at having their work published. This is a chance to put the best of that class work in print.

(15) "Free or Otherwise"—Another of the literary sections of the paper, this being a student poetry section. So seldom today do school publications leave space for the tyro versifier that it was our belief that such natural literary expression of adolescent feeling generally found no satisfactory outlet. This column as well as others, such as "In Print," "The Rostrum," and "Yours Truly," appeal to the entire student body as con-

tributors and are not intended to be limited to the staff alone.

(16) "Front and Center"—The ubiquitous gossip column without which no student paper would seem complete. Emphasis here, however, should be on the witty story, clever remark, tricky pun, and amusing turn of phrase, rather than on the keyhole Winchellisms so likely to dominate this department.

In addition to these regular features, provision can also be made for columns on music, records, dance bands, radio programs, movies, new books, and the like. Then there likewise are various seasonal features, such as the "Almanac," a kind of John Held diary of school activities coming at the year end; "Calendar," a handy reference guide to events coming during the current term; "Honor Roll," and "Examination Schedule." These, in brief, are the contents of the new paper.

#### ORGANIZATION OF STAFF

It must be conceded that the staff organization for a publication of this type is bound to be different from that of the conventional school paper. As a matter of fact, there wasn't even an editor.

Essentially, one or more staff members were responsible for turning out a certain column. This responsibility included the ferreting out of news items, the selection of ideas to be reported, and the writing of the finished column. Each column then carried at its close the initials of the contributor or contributors.

Our Student-Faculty Editorial Board had in general two specific duties to perform. In the first place, by consultation the Board decided who was to write each particular column (permitting individuals, as far as possible, to write those columns which they had expressed a preference for) and then estimated the approximate wordage for each assignment. Finally, after the column had been submitted, a member of the Board edited it and the Board as a whole arranged the make-up of the paper, attempting to carry certain columns in the same space in each issue.

Our Student-Faculty Business Board had the usual business, advertising, and circulation duties. Specific members of this group must be selected to handle each of these tasks, one serving as treasurer and being responsible for all accounts, another as advertising manager in complete charge of all that position entails, and a third as circulation manager.

One interesting fact about this type publication is that it is not dated even if it does not come out daily or weekly. As a matter of fact, it can be published any time from once a month to once a semester or once a year; it may be weekly, fortnightly, monthly, quarterly, or biannually. Probably the one factor to be most affected by the publication period of the paper will be its size. If it is to

be a quarterly or annual, it is quite possible that it will have more of a magazine than a newspaper format.

#### CASTING UP ACCOUNTS

Although this publication has many definite advantages, it would be only fair to admit quite frankly that in some respects it is not so easy to produce as the traditional one. Writing readable paragraphs of news in review is difficult. At the same time, however, this gives the student reporter invaluable training not only in effective writing but in logical organization of thought.

Among its significant advantages are flexibility, individuality, and variety. Rather than being tight-set in its form, the proposed publication can be planned so as to serve almost any type of school situation. Coincidentally, this permits of much originality in style, treatment, contents, and make-up. In turn all of these considerations result in a paper of more variety and life. Unfortunately, variety is the one characteristic our typical journalistic product has too little of. This proposal may serve to make the newspaper a well-read school publication.

Let's not forget the several purposes served by the news review, its triple-threat possibilities. In the light of them, too, the paper can more definitely become an offspring of the average English class. Its wider scope fits more neatly into the teaching situation and makes possible more classroom help for the struggling reporter. No doubt that also aids in interesting more students in the work, and in time the school newspaper becomes a real student activity, realizing all the aims of an effective extra-class program.

Above all, the scheme is good for the students involved. Not only are the individual writer's talents recognized, thus taking advantage of the human drive for satisfaction; but also a real sense of responsibility is developed in the person himself. He is in charge of his own department; squarely before him is placed the task of gathering, editing, and writing the news for his column.

The new type paper really does everything the old one does and, in addition, gives a student training in writing of the type he will have experience with out of school. Other important qualities it tends to impart are: training in logical organization of one's ideas, development of initiative, pride in one's own efforts, and responsibility. The writing skill emphasized forces a student writer to weigh relative values of news items; in the conventional newspaper all such decisions rested with the editors.

Are not all these factors worth considering in a teaching situation? And is not a student activity merely another, less formal but sometimes more effective, teaching situation?



# Assembly Drill on Parliamentary Law

**S**ENIOR business will exemplify most of the details of correct parliamentary procedure. Here a senior class meeting is held in assembly for the enlightenment of the whole school.

**CHAIRMAN:** This assembly program on parliamentary law has been prepared by the Senior Class. Only a very few of the many rules of parliamentary law can be explained today. Your close attention will bring returns to you by making you a more active and useful member of any business meeting, club, society, lodge, church, or organization you happen to join. A knowledge of parliamentary law is of great value to persons who want to change or guide the policy of an organization.

Often persons fail to carry out well laid plans because they lack knowledge of parliamentary procedure. Americans are known the world over as "joiners." Since America is a democracy and we should therefore help in civic affairs, a partial knowledge of parliamentary procedure may be regarded as a necessary part of every person's education. Walton will define the term parliamentary law and explain why we need to get acquainted with it.

**WALTON:** The customs and laws regulating business meetings in cases not covered by their own special rules are generally known as parliamentary law. These rules were first used by the English Parliament, the law-making body which corresponds to our Congress, and for that reason these rules of order are named "parliamentary law."

Very little business could be transacted if there were no fixed set of rules governing the conduct of members and the procedure of business. One man may desire to speak on one subject; at the same time another person may want to discuss a different topic. How can they decide what to do? They must agree on a set of fixed rules. Today practically all business organizations want to do their business transactions the proper, orderly way, and so they agree on these rules.

Robert's Rules of Order, written by Mr. Robert, is a collection of the rules of parliamentary procedure and is the authority to be consulted when one is in doubt. Members of Congress use these rules as their guide. The chairman of a meeting is responsible for conducting the business properly. If at any time he doesn't know what or how to do, it is his duty to appoint some one to consult Robert's Rules and report the proper procedure. We shall now proceed with our business meeting.

**CHAIRMAN:** Will the meeting please come

**ELLA M. BARKLEY**

*Principal, Hamilton Union High School,  
Hamilton City, California*

to order. (Taps with gavel) The secretary will please call the roll.

**SECRETARY:** (Secretary calls roll and each answers "present")

**CHAIRMAN:** The secretary will now read the minutes of the last meeting.

**SECRETARY:** On September 25, the seniors were called together to consider the question of class rings. The salesman whom our school usually patronizes was present to show us samples and quote prices. One ring we all liked so well that we decided to get it. The salesman took our sizes and left directions with the secretary for future orders.

There being no further business, the meeting adjourned. (Signed Secretary)

**CHAIRMAN:** You have heard the reading of the minutes. Are there any corrections?

**LEAH:** Madam Chairman.

**CHAIRMAN:** Leah.

**LEAH:** The date of the meeting was one day too early I believe.

**CHAIRMAN:** You have heard the correction. Is there any difference of opinion? Are all agreed about the correction?—Then, the minutes will stand approved as corrected. Is there any official or special committee's report to be read?

**GORDON:** Madam Chairman.

**CHAIRMAN:** Gordon.

**GORDON:** I have a report to read. On October 2, the committee on announcements met to consider the styles and prices within our reach. After choosing half a dozen possibilities, they submitted the samples to the class. The class chose one and decided that all orders for name cards be in by October 15. The committee's work was then finished. I move this report be accepted.

**CHAIRMAN:** It has been moved that the report be accepted. Is there a second?

**MARJORIE:** I second it.

**CHAIRMAN:** All those in favor say "Aye." (Vote taken) The motion is carried. Any old business left over. (none) Next is there any new business?

**NAOMI:** I rise to a point of order.

**CHAIRMAN:** State your point, please.

**NAOMI:** The vote for those opposed was not taken.

**CHAIRMAN:** Your point was well taken. All those opposed to the former motion say "No." (Counts vote) The motion carried. Next, is there any new business?

**ROGER:** I want to make a motion that the

time for the senior play be the Friday before Easter vacation.

ELSIE: I rise to a point of order.

CHAIRMAN: State your point.

ELSIE: Roger did not address the chair.

CHAIRMAN: The point is well taken. Will Roger address the chair.

ROGER: Madam Chairman.

CHAIRMAN: Roger.

ROGER: I make a motion to have—

EDDIE: I rise to a point of order.

CHAIRMAN: State your point.

EDDIE: Roger worded his motion incorrectly. He should not say "I make a motion," but "I move that"—

CHAIRMAN: Your point is well taken. Please correct the wording, Roger.

ROGER: I move that the seniors have their play the Friday before Easter vacation.

CHAIRMAN: Is there a second for the motion? (None) The chair hears no second and therefore declares the motion lost for want of a second.

BETTY: Madam Chairman.

CHAIRMAN: Betty.

BETTY: I move that the seniors elect a staff for their Senior Annual at the next meeting.

CHAIRMAN: Is there a second?

VIOLET: I second the motion.

ORA: I rise to a point of order.

CHAIRMAN: State your point.

ORA: Violet did not address the chair.

CHAIRMAN: Your point of order is not well taken. Any member may second a motion without rising and without addressing the chair. Let us go on.

LILA LEE: Question of privilege.

CHAIRMAN: State your question.

LILA LEE: I did not address the chair, and yet the chair recognized me. A while ago Violet did not address the chair but was recognized. May that be explained please?

CHAIRMAN: Will Leah explain, please?

LEAH: When any motion is to be made, the maker must address the chair and be recognized. He then "has the floor," an expression which means he has permission to speak. If he is not recognized he may not speak. There are several cases, however, when one need not address the chair; for example, the following:

"A question of privilege."

"I rise to a point of order."

"I appeal."

When these are necessary, the person who says them may even interrupt a speaker and have the attention of the house immediately.

CHAIRMAN: The motion to elect a staff for the Senior Annual is before the house. Is there a second?

A group of five or six students rise and second it.

ROY: Madam Chairman.

CHAIRMAN: Roy.

ROY: I move to amend motion. The thinking is up to just the staff. We'll all have to share and we don't need to be elected to do that. Let's wait until January to elect.

(A group of four or five rise and second it.)

Question! Question!

CHAIRMAN: The question is called for. Is there no more discussion? (none) All in favor say "Aye;" (counts votes) all opposed, "No." (counts vote) The aye's have it; motion is carried.

THELDA: I appeal, I appeal for another vote. I don't agree with the count.

CHAIRMAN: All in favor of Roy's amendment, please rise. (counts) All opposed, rise (counts) The vote is 4 to 12 against. The amendment did not carry. We'll now consider the main motion. Is there any discussion?

RAY: (in a lower tone) I think if we don't have a definite date for it, we'd better mention a time limit within which election should be made.

SAM: Question of privilege.

CHAIRMAN: State your privilege.

SAM: Ray spoke so low I didn't get his point. He didn't address the chair.

CHAIRMAN: Will Ray state his point so it can be heard, please, and address the chair.

RAY: (Repeats it louder and addresses chair)

CHAIRMAN: Any other discussion?

SAM: Madame Chairman, we are ready for the question.

SEVERAL: Question! Question!

CHAIRMAN: All in favor of the question, say "Aye." (Begins to count)

ROY: Question of privilege, please.

CHAIRMAN: State your question.

ROY: It's been so long since we heard the main motion, I've forgotten it. Will you please state it again?

CHAIRMAN: Will the secretary please read the motion before the house?

SECRETARY: (Reads the main motion.)

CHAIRMAN: All in favor of the motion please raise your right hand. (Counts) All those opposed, the same sign. (Counts) (Secretary counts also). The vote is 10 to 6 in favor of the aye's. Motion carried. The meeting is open to other business. Is there any thing else?

VIOLET: Madam Chairman.

CHAIRMAN: Violet.

VIOLET: Question about caps and gowns for commencement has been raised. I'd like to move that we vote to use them.

CHAIRMAN: Is there a second? (None) Is there no second?

SAM: I'm not in favor of it, but in order to get it discussed, I'll second the motion.

CHAIRMAN: It has been moved and seconded that our class wear caps and gowns for commencement. Is there any discussion?

(A group of 4 or 5 rise at once.)

Madam Chairman.  
 CHAIRMAN: Eddie.  
 EDDIE: I'm not in favor of having caps and gowns because we'd have to pay rental of \$2.50 and wear them only twice. Then we'd have nothing to show for our money.  
 BETTY: Madam Chairman.  
 CHAIRMAN: Betty.  
 BETTY: Yet, we'd have the satisfaction of looking academic for our money. And it's worth it too. Who likes to see 50 different colors on the stage at once!  
 VIOLET: Madam Chairman.  
 CHAIRMAN: Violet.  
 VIOLET: Only 15 girls. How could Betty get 50? Her mathematics are wrong but she always did get a D in algebra.  
 CHARLES: Madam Chairman.  
 CHAIRMAN: Charles.  
 CHARLES: I think Violet is too personal; therefore I object.  
 CHAIRMAN: Your objection is sustained.  
 LILA LEE: Madam Chairman.  
 CHAIRMAN: Lila Lee.  
 LILA LEE: I don't think we have time to consider this question. Why can't we leave it for a future meeting?  
 ROY: Madam Chairman.  
 CHAIRMAN: Roy.  
 ROY: I move to amend the motion by adding to it the time of February for consideration.  
 MARJORIE: Madam Chairman.  
 CHAIRMAN: Marjorie.  
 MARJORIE: I move we lay the motion on the table.  
 ROY: Madam Chairman.  
 CHAIRMAN: Roy.  
 ROY: I second the motion.  
 CHAIRMAN: It has been moved and seconded that the motion be laid on the table. All in favor rise. (Counts) All against rise. (Gives results). Any other business?  
 NAOMI: I rise to a point of order.  
 CHAIRMAN: State your point.  
 NAOMI: The chairman didn't give the result of the vote.  
 CHAIRMAN: The vote was 18 to 4. Carried.  
 GORDON: Madam Chairman.  
 CHAIRMAN: Gordon.  
 GORDON: It's difficult for us to know always what rule holds good in every case. I move we elect a member to act as parliamentarian.  
 THEDA: Madam Chairman.  
 CHAIRMAN: Theda.  
 THEDA: I second the motion.  
 CHAIRMAN: Any discussion?  
 MANY MEMBERS: Question! Question!  
 CHAIRMAN: It has been moved and seconded that we elect a parliamentarian. All in favor, vote by acclamation. All opposed—same. Motion carried. Nominations are now in order.  
 ROY: Madam Chairman.  
 CHAIRMAN: Roy.

ROY: I nominate Roger for parliamentarian.  
 SAM: Madam Chairman.  
 CHAIRMAN: Sam.  
 SAM: I second the nomination.  
 CHAIRMAN: A nomination needs no second. Are there others?  
 ROMAIN: Madam Chairman.  
 CHAIRMAN: Romain.  
 ROMAIN: I nominate Leah.  
 NAOMI: Madam Chairman.  
 CHAIRMAN: Naomi.  
 NAOMI: I move the nominations be closed.  
 ROY: Madam Chairman.  
 CHAIRMAN: Roger.  
 ROY: I second the motion.  
 ELSIE: I rise to a point of order.  
 CHAIRMAN: State your point.  
 ELSIE: Everyone lately has been addressing the chair to second a motion.  
 CHAIRMAN: A second need not address the chair. It has been moved and seconded that the nominations be closed. All in favor, raise your right hand. (Counts) All opposed. (Counts) (Result given) Motion carried. We shall proceed with the election. Will Elsie and Gordon pass ballots, please, . . . Leah and Charles be tellers. (Collect and read.) (Vote counted and announced.) Is there any more business?  
 CHAIRMAN: I was handed an item requesting an investigation of prices for snapshots of the seniors for their annuals next spring. Is that subject of interest to the meeting?  
 SAM: Madam Chairman.  
 CHAIRMAN: Sam.  
 SAM: A good many of us are interested in finding out prices. I therefore move that the class be appointed a committee as a whole to get information.  
 ROMAIN: Madam Chairman.  
 CHAIRMAN: Romain.  
 ROMAIN: I wish to amend the motion that a committee of three be appointed instead of the class as a whole.  
 CHARLES: Madam Chairman.  
 CHAIRMAN: Charles.  
 CHARLES: I second the motion to amend.  
 CHAIRMAN: Is there any discussion?  
 WALTON: Madam Chairman.  
 CHAIRMAN: Walton.  
 WALTON: Usually when a committee is very large, too much time is spent getting together and too many are absent and too much discussion is given. In order to save time, therefore, I believe we should vote for this amendment.  
 SEVERAL MEMBERS: Question! Question.  
 CHAIRMAN: All in favor of the amendment, please rise. (Counts) All opposed. (Counts) Motion carried. (Announces vote) Is there any further business?  
 LOREN: Point of information, please?  
 CHAIRMAN: State your point.  
 LOREN: You didn't go back to vote on the



main question about the class acting as a whole as a committee. Why was that omitted?

CHAIRMAN: Eddie, will you explain, please, why the main motion was dropped.

EDDIE: When an amendment "kills" the main motion, you can't vote on the main motion. This amendment did kill it.

CHAIRMAN: Anything else?

BETTY: I'd like to inquire about our play. When we give it, do we all have to be in it to get a grade in English, and do we always make a gift to the school with the proceeds?

CHAIRMAN: Will some one volunteer to answer the questions?

VIOLET: I think I can. No, no one needs to be in the play. If he doesn't want to act, he might be advertising manager or some other business officer required at that time; or if he prefers, he may do straight English work instead of helping in the play. I can't answer the second question.

CHAIRMAN: Some one volunteer?

SECRETARY: When any school organization earns money, it is always a school custom to put 20 per cent of the proceeds in the student body treasury. Seniors, however, may either do that or else take that amount and buy a gift for the school.

ORA: What is the balance used for?

CHAIRMAN: Any one?

ROGER: The balance is used, first, to pay for the small medley pictures of the class; second to pay for any special commencement expenditures like baccalaureate speaker or printed programs. Then if there is anything left, it is usually put with the junior balance to help pay for the junior-senior treat.

CHAIRMAN: Anything else?

NAOMI: Madam Chairman.

CHAIRMAN: Naomi.

NAOMI: I think we ought to begin right now to write our class song, so we won't be so rushed next May.

CHAIRMAN: You are right. I'll appoint you to write the first three stanzas of that song and report next meeting.

ORA: Question of privilege.

CHAIRMAN: State your question.

ORA: It's extremely hot here. May we have some ventilation, please!

CHAIRMAN: Walton, will you please open a window. Thank you. (*Does so.*)

SAM: I rise to a point of order.

CHAIRMAN: State your point.

SAM: Ora did not address the chair.

CHAIRMAN: He didn't need to when he rose to a question of privilege.

ORA: Question of privilege, please.

CHAIRMAN: State your question, please.

ORA: Suppose we wanted to have no visitors in our business meeting and there were already some visitors present. How would we go about it so as to have just members there?

CHAIRMAN: Will the secretary please explain?

SECRETARY: If we want ever to have just members in our business meeting and no outsiders, some member would need to move that we go into executive session, which means that no visitor may be there. Then if the motion carried, all visitors get up and leave, and they should never get their feelings hurt when asked to do this; for it is perfectly proper for any meeting at any time to go into executive session.

CHAIRMAN: Thanks for that explanation.

CHARLES: Madam Chairman.

CHAIRMAN: Charles.

CHARLES: What is a quorum?

CHAIRMAN: Will the secretary explain?

SECRETARY: A quorum is the number decided upon as necessary to do business. Usually if a majority are present, that number is called a quorum.

ROY: I don't quite understand when to say "I appeal."

CHAIRMAN: Who will explain?

NAOMI: When someone doubts the count on a vote he may say "I appeal" and the vote must be done again.

EDDIE: When is a motion pending?

CHAIRMAN: Will Leah explain?

LEAH: It is pending when it has not been voted upon but is still being discussed.

CHAIRMAN: Is there any more business?

(None)

SAM: Madam Chairman.

CHAIRMAN: Sam.

SAM: I move that this meeting now adjourn.

NAOMI: I second it.

CHAIRMAN: All in favor of the motion, say aye. All opposed.

The ayes are unanimous. Meeting stands adjourned.

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Plans for the WPA Nation-wide school-lunch program to serve more than 200,000,000 noonday lunches to children during the current school year call for the establishment of more central kitchens and bakeries; permission for a smaller number of WPA women workers to prepare more food and distribute it; extension of the service to a greater number, of children not classified as "needy" who will pay for their food; and lengthening the period during which lunches are served in schools, previously limited to the coldest months, according to Assistant WPA Commissioner Kerr.—*School Life*

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There are no days of special patriotism. There are no days when you should be more patriotic than on other days, and I ask you to wear every day in your heart our Flag of the Union.—*Wilson*.

# Negative Rebuttal Plans

**R**ESOLVED: That every able bodied male citizen in the United States should be required to have one year of full-time military training before attaining the present draft age.

Although most of the high school debate subjects that have been used during the last ten years have been selected with such foresight and care that they grew and developed throughout the entire season, we have never had such a rapid change in conditions regarding the subject as has been the case with the topic of compulsory military training. Many debaters may remember the changes that took place in the wording of the high school debate question in the summer of 1940. As first announced, this subject was a discussion of the advisability of decreasing the power of the federal government. Then on that eventful day in June 1940 the French government surrendered to the Germans. This not only changed conditions in Europe, but it had a grave effect upon the high school debate topic. The new problem that was confronting us at that time was not whether we should decrease the power of the federal government, but rather we wondered whether it would not be advisable to increase the power of the federal government to enable us to handle the ever increasing seriousness of world conditions. The final result was a shift to a new topic, which was a discussion of the relative merits of increasing the powers of the federal government to meet the new situation or whether the emergency could be adequately met with its existing governmental powers.

The rapid shift of events that immediately followed the Japanese surprise attack upon Pearl Harbor has completely changed any plans that the negative team may have had for delivering an effective rebuttal upon the question of compulsory military training for all men below the age of 21. With the attack upon Pearl Harbor, we were automatically at war with Japan. If we had any doubts as to whether or not Germany and Italy would keep their Three-Party agreement with Japan, those doubts were soon dispelled by the three simultaneous declarations of war upon the United States. In the short space of two days we changed from a nation that was giving lend-lease aid to Great Britain, China, and Russia in their fight against the Axis Powers, to a nation that was totally at war. We witnessed an immediate crystalization of public opinion in the United States behind the President, and we saw former honest differences of opinion regarding governmental policy vanish and in their place we witnessed unity

**HAROLD E. GIBSON**

*Coach of Debate, MacMurray College  
Jacksonville, Illinois*

and a oneness of purpose. Labor, management, and the general public all called for an all out effort to win the war.

These changes that have been mentioned briefly have had a profound effect upon the entire population of the United States. They have had an equally important effect upon debaters who must represent the negative side of this debate question against a system of compulsory military training.

One method of attacking this problem of preparing for an adequate negative rebuttal upon the subject of compulsory military training is to take the stand that this is a debate question in which both sides have an equal opportunity to prove their point. In view of the conditions as they are in the United States today we must admit, however, that this is not the case. Both sides of this question may have been equal before the attack at Pearl Harbor, but today the scales are heavily weighed in favor of the affirmative.

## EFFECT OF OUR ENTRY INTO THE WAR ON THE NEGATIVE CASE

The effect of the entry of the United States upon the case of the affirmative cannot be taken lightly by the negative debate. To say the least, it must be admitted that the stand of the negative has been materially weakened. We can see that unless there happens to be some loophole in the wording of the question the negative contention may become almost impossible to establish. The weaknesses in the negative case that our entry into the war have intensified can be summed up as follows:

(1) Any general opposition that the people of the United States may have had against compulsory military training now is gone. Our nation stands as a unit demanding that the government and each of its individual citizens do everything in their power to win the war. Many young men who honestly were opposed to military training are now eager to be given an opportunity to do their bit to avenge the attack upon Pearl Harbor. The negative side of this subject has lost its popular following that was evident among peace groups and among large groups of our population a year ago.

(2) The American public has lost its "It can't happen here" attitude. No longer do we

say that the Japs are a nation so inferior in raw materials and in military strength that can be defeated almost at will. The new attitude of our people is one of confidence in our army and in our ability to produce the needed materials of war, but they feel that we must make every effort to win the war. If compulsory military training is one of the steps that is needed to win the war, the people are in favor of military training of a compulsory nature. If it is necessary to give this training before men reach the age of twenty-one, the American people will also favor this addition to the plan.

When the people of the United States realized that we were in war on December 7, 1941, that group of people who opposed compulsory military training lost most of its followers. This change has made the case of the negative materially more difficult in this debate.

(3) A third sign of weakness in the side of the negative is found in the ever increasing number of "I told you so boys." Many persons who in the past have been opponents of the foreign policy of the government and who have opposed such steps as the fortification of Guam and the adoption of the Selective Service Act are not parading as the original backers of our present governmental policy. This is all a part of the new national unity that has developed in the United States following Pearl Harbor. This movement is a very good one and one that gives us added reason to believe that this nation will go on and do everything necessary to win the war. While the movement is good for the nation as a whole, it is not adding to the comfort of an already troubled group of negative debaters. This new national unity will silence any opponents of compulsory military training, and thus will make the negative side more difficult to establish.

The negative debater will realize by this time that his side in this debate is one of extreme difficulty. He may even wonder whether it is a topic that can be discussed in a period of national emergency without harming our all out effort for national defense. He should, however, make an overall long time view of the question. If he attempts to argue the value of the proposal of compulsory military training in our present time of war, he will surely lose his argument. No real American will argue that we should not have such a democratic system as compulsory military training when our national existence is in danger. The negative debater must make a more careful analysis of the debate question when he is planning his rebuttal speech.

#### POINTS OF STRENGTH FOR THE NEGATIVE IN REFUTATION

We have already painted a very dark picture for the negative debater. As he enters

the contest, he has public opinion against his proposal. He also has the patriotic slogan of "Remember Pearl Harbor" which is on the tongue of every American to meet with his coldly logical arguments of the inadvisability of sending boys under 21 into military training and the argument that compulsory military training may result in a dictatorship in this nation. This may sound like sending a boy to do a man's work, but it happens to be the most important points of strength in the negative side.

(1) One of the stronger arguments that may be presented by the members of the negative in their rebuttal speeches is that of the possibility of the development of totalitarianism under a plan of compulsory military training. The negative debaters will readily admit that compulsory military training of some kind is absolutely essential for the United States during the war. They will also admit that we are in a fight with a group of international gangsters and that we must utilize every available unit of manpower in the fight to exterminate these totalitarian powers. The best and most democratic method of bringing about the defeat of these totalitarians is complete compulsory military training.

While the negative team is willing to admit that they are in favor of compulsory military training for the duration of the war, they will not admit that such a plan should become permanent, when peace is established. The negative form of argument may be that we are fighting now to free the world from dictatorship, but we do not want to adopt a system of compulsory military training for all men which might result in bringing about an eventual dictatorship in the United States. The negative is willing to fight against dictatorship today with compulsory military training, but once the war against dictatorships is won, they do not want to lose the peace by allowing a plan of compulsory military training to open the road to dictatorship in this country.

(2) Probably the strongest argument that is open to the negative team in its rebuttal results from a technical interpretation of the question. The wording of this topic calls for a year of full-time military training before boys reach the present draft age. When the question was drafted the draft age was twenty-one. Very recently that age was reduced to twenty, but the negative debater will be arguing against a year of full-time military training before a boy reaches the age of twenty-one.

The strength of the negative upon this point lies in the actions of our Congress in reducing the draft age from 21 to 20 years. The Senate proposed a change to lower the draft age to 19 years. The House of Repre-



sentatives favored retention at the age of 21. As a compromise measure we find that the new age of 20 was adopted. What are the implications of this action by the Congress of the United States? It simply means that even when we are at war for our very lives, when an army of millions of men is needed, and when the training of men for the army is of utmost importance, Congress is opposed to a reduction of the draft age to force compulsory military training upon the youth of our nation before they reach the age of 21. When such a condition exists we can see that although there is little opposition to compulsory military training, that there is real poposition to placing this training before the man reaches the age of 21. Since this provision that the military training must come before the boy reaches the age of 21, if the negative can prove the undesirability of placing the training at that age, he has established his negative case.

## Mutual Respect in Athletics

ARTHUR L. TRESTER

Commissioner of the Indiana High School Athletic Association, Indianapolis, Indiana

**A**THLETIC games between high schools are designated often as "battles" and the players are designated as "warriors" or "gladiators." The coaches are called "generals," the principals are called "big chiefs," the officials are called "majors" and the crowds are called "mobs." These appellations may be found in the dictionary. Of course, our games, coaches, principals and players and officials are called a number of miscellaneous names not found in the dictionary. It seems best, all things considered, to omit these latter names in this article.

\* *Name-calling is not an athletic activity and should not be a school activity.* Any activity connected with school work should be on a plane far above the one of name-calling. If this name-calling really describes our athletic activities, then we should do some house-cleaning of a thorough nature. If this name-calling does not describe it accurately, then we should initiate some changes.

Since the situation is as it is, what can we do to change it for the better? First of all, it needs to be said that this job is a difficult one and one that cannot be completed overnight or once for all time. There are some things that can be done and some of them are listed below:

1. Establishment of the idea, the understanding and the practice that *an athletic*

*game is only a game and not a matter of life or death for the player, the coach, the school, the official, the fan, the community, the state or the nation.* There are many things connected with education more important than our games.

2. A serious attempt to build mutual respect between and among all parties connected with athletic games. Why should players consider other players as enemies? Why cannot the coaches and the principals of one school respect the coaches and the principals of another school? Why should there be opposition between coaches and officials? Why should everybody connected with one school or one community have no faith in anyone connected with another school or another community?

3. Build up the idea that *rules and regulations are meant to be observed and not to be broken.* The observance of rules by players, coaches, officials and others is basic, and has meaning and promise in the improvement of the present situation in our athletic games. Observance of rules by all concerned will eliminate the necessity of enforcement and will ultimately eliminate much name-calling. Instill into the student body that *the right to play with others pre-supposes the obligation to observe the rules and abide by the decisions.*

4. Teach students and others the following procedures: (1) When you win a game, brag a little, step a little brisker for a little period of time, then *forget it*; (2) when you lose a game, feel a little downcast, take a back seat for a short period of time, then *forget it*.

5. Bring to the attention of all concerned that the mere observance of the rules in a game is not enough. *There is a large area located above the rules that needs understanding and cultivation. Genuine sportsmanship will be found in this large area.*

6. Elevate officiating to the dignified plane on which it belongs. Officiating is a respectable piece of work and must be honored. The elevation of officiating requires the assistance of the officials, the coaches, the players, the spectators, the press and the radio.

The right to play pre-supposes the obligation to observe the rules and to abide by the decisions. Mutual respect is secured by being mutually respectable, and must be built step by step with continuity and purpose.



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# Educating High School Youth in Safe Hunting Practices

**K**ANE HIGH School's Hunting and Fishing Club has assumed as a part of its responsibility an attempt to educate the youth of our community in safe practices in the woods during the hunting season. This responsibility was assumed early in the history of the club when one of our high school Freshmen suffered a permanent injury as the result of an accident in which a shotgun carried by one of his hunting companions was carelessly discharged. The Club considered such an accident a reflection upon the organization, even though none of the hunting party was a Club member, and decided to do what it could to prevent future accidents in the woods while hunting.

Located in the heart of the Allegheny National Forest, in some of Pennsylvania's finest "big game hunting," Kane affords the youth of the town an unlimited opportunity for outdoor recreation. Needless to say, our high school pupils participate in woods activities, some of which are far from safe. On the first day of hunting season, our absentee list contains the names of scores of youthful nimrods, some of whom are out hunting for their first time, while many other lack the essential training that makes for safety in the woods. Faced with our problem, we set about in an effort towards its solution, after the accident had focused our attention upon the need for educated hunters.

In the first meeting following the unfortunate happening, discussion centered around the accident, the cause, and the persons involved. It was the consensus of opinion that this accident, as well as the greater part of all such mishaps, was the result of carelessness in gun handling which might be corrected through education in correct techniques. The question then arose as to how we might carry out such a program.

After considerable discussion, it was agreed that our regularly scheduled assembly program on the week before the opening of hunting season should climax the campaign. A committee was appointed by the president of the club to collect posters, clippings, etc., dealing with the prevention of accidents in the woods. A second committee was selected to select and prepare the assembly program. The entire club was requested by the president to keep alert as to material and ideas to be used in the campaign.

The first committee secured the principal's permission to take over a portion of the main bulletin board for its display during the last

C. F. FEIT, JR.  
*Kane, Pennsylvania*

two weeks in October, also permission to broadcast over the public address system from time to time any material relevant to the campaign. Posters were secured from the Pennsylvania Game Commission, stressing caution and giving advice to prospective hunters. These were posted and changed daily during the week of our assembly program.

The committee members in charge of the assembly program met with the advisor, after having an opportunity to think of ideas, and after contacting other club members for their ideas. As was to be expected, most of the suggestions were of a stereotyped nature, but one of the fellows made the highly satisfactory and unusual proposal to pantomime the undesirable actions they had witnessed while hunting. The remainder of the committee were enthusiastic about this plan, but certain modifications were suggested. One boy thought this was hardly enough, that instruction should be given in correct gun handling and in hunting practices. Another member thought that verbal description should accompany the pantomime, and so on, until several meetings had been devoted to little except discussion of these proposals. After a thorough discussion, the committee met and began definite work incorporating the worthwhile ideas that had met the approval of the committee.

As finally agreed upon, our program was to consist of a pantomime made up of seven scenes in which the comparison was drawn between good and bad practices while hunting. A script was written by the boys, with the help of their advisor, in which the actions were explained in detail, stage and dress properties outlined, and description provided for the narrator, whose task was to drive home the lessons brought out in the several scenes. This he was to do off stage through the medium of the microphone over the auditorium public address system. His description was made as humorous as possible through utilization of satirical comments on the blunders made as well as an exaggeration of them by the "suicide squad," whose duty it was to execute them.

When the day for our assembly program arrived, the Club was well prepared with what they considered a well planned and in-

*(Continued on page 206)*

## Selection of Students for the National Honor Society

EDITOR'S NOTE: Rather frequently we receive queries concerning the standards or criteria used in the selection of students for The National Honor Society. Scholarship is, obviously, easily rated. However, the qualifications in Service, Leadership, and Character are somewhat more nebulous and, especially in borderline cases, often present considerable difficulty. The following questionnaire to members of the faculty shows how the Chaminade High School of Dayton, Ohio, solves this troublesome problem. It was sent to us by Principal Julius F. May.

Name of Student \_\_\_\_\_

This student is eligible for membership in the National Honor Society. However, before such membership is determined it is important that you give your honest opinion of the candidate in the characteristics of service, leadership, and character. You are asked to check each student in as many items as possible.

1. If the student measures up to the standards.
2. If the student doesn't measure up to the standards.
3. Leave blank if information or student is unknown.
4. Full comment on reverse side of this blank if necessary.

### A. SERVICE

1. Performs committee or staff work.
2. Shows courtesy to visitors, teachers, and other students.
3. Represents the school in various types of competition.
4. Renders service through the school to the community.
5. Puts service to others above self-interest.

### B. LEADERSHIP

1. Takes constructive lead in classroom and in homeroom activities.
2. Promotes proper school activities.
3. Successfully holds school offices or positions of responsibility.
4. Contributes constructive ideas for school betterment.
5. Definitely influences others for good.

### C. CHARACTER

1. Demonstrates high standards of honesty and reliability.
2. Meets pledges and obligations promptly to the teachers and the school.
3. Demonstrates desirable qualities of personality (cooperation, cheerfulness, friendliness, neatness, poise).
4. Cooperates with school regulations con-

cerning books, attendance, lost property, lunches, halls, lockers, etc.

5. Exemplifies moral and ethical character. I (recommend—do not recommend) this student.

Signed: \_\_\_\_\_

## Pennsylvania Tries Pupil Participation in State Government

LEONARD M. BROCKMAN

*Instructor in Government, Hershey Public Schools, Hershey, Pennsylvania*

**A**LERT and progressive teachers in Pennsylvania, conscious of their civic responsibility, are translating government functions in terms of pupil experiences. On Tuesday, December 30, in conjunction with the annual Pennsylvania State Education Association conference, the social studies council of this organization sponsored a model junior senate in the Senate Chambers of the state capitol.

In each of the fifty senatorial districts of the state a pupil who has shown exceptional interest and ability in government affairs has been selected to represent his senatorial district. This extra-curricular experiment has created state-wide interest and has elicited the support of the school administrators and pupils alike.

The problem to which the model senators are directing their efforts is juvenile delinquency. Six proposed bills intended to improve the juvenile crime situation are going to be introduced and acted upon. Such prominent state leaders as Colonel Lynn Adams, Commissioner of Pennsylvania Motor Police, Senator Wade, Judge-elect Robert Woodside, House Parliamentarian Edward Moore, and Governor Arthur H. James are actively participating in this extra-curricular school function.

School administrators, government officers, and the general public are watching this experiment. On the success of this experience may depend future pupil participation in the affairs of state.

### Education Costs

"At the end of the decade (1930-40) all but three state governments were spending larger amounts for elementary and secondary schools than they had been spending in 1930. But the expenditures for schools by 24 state governments constituted a smaller proportion of total expenditures at the end than the beginning of the decade."—*The Journal of the National Education Association*, September, 1941.



# Gossip Columns and a School Newspaper

SOME SCHOOL executives and school paper advisers forbid their newspaper staffs to publish gossip columns; others permit publication of gossip or "dirt" columns, leaving to the adviser and staff the determination of what is suitable for publication. To forbid the publication of the gossip column is to deprive the newspaper staff of experience in a field which has appeal to a number of student writers as well as to a large number of readers. In other words, the dirt column is popular. It is often the part of the paper which readers seek first.

It should be stated at the outset, however, that popularity in itself does not warrant the publication of the gossip column. Popularity, or what appears to be popularity, may be mere curiosity; or it may be fear or dread prompting the reader to turn at once to the hated column and know the worst without delay. So popularity, as judged by the eagerness with which readers turn to this column, may not be any true indication that the material is really approved or that it is considered desirable for publication in the school paper.

Unwholesome material may appear to be popular by the amount of stir created upon its publication, when as a matter of fact those who create the impression of popularity really do not approve of the material at all. They may loathe the whole thing, turning to it in haste to see where the blows fell this time, and they may heave a sigh of relief if they are not the subjects of the writer's barbs.

The gossip column unrestricted may add interest to the paper, but it may be an unwholesome influence in the school. While some of its material may be merely silly, other material, by what it suggests rather than by what it actually says, may have an unwholesome influence because readers are likely to place the worst possible interpretation on material that is worded in such a way that it is incomplete or ambiguous.

When a writer submits material which is suggestive, incomplete or ambiguous, he violates fundamental principles of journalistic writing. These principles require that newspaper material be clear; complete but concise, that is, sufficiently inclusive without unnecessary verbiage; accurate; free from expression of the writer's opinion, unless written under a byline; and fair.

If the gossip material is clear, it will contain no hidden meanings; if it is complete, it will leave nothing to the reader's imagination; if it is free from the writer's opinion, it will contain only verifiable facts; or if it

F. S. KNIGHT

Co-author of the *Journalism Textbook*  
"The Stencil Duplicated Newspaper"  
Hood River, Oregon

does contain the writer's opinions, as it may when bylined, it will be subject to refutation by personal conversation with the known writer; if it is fair, it will contain no material which will injure the character or reputation of any person.

It is possible for the writer of a column to prepare his material in accordance with these accepted journalistic principles and still maintain the popularity of the column. And this kind of popularity will spring from real interest rather than from curiosity and dread. Such a column will be constructive and wholesome in its effects both on students and out-of-school readers.

Basically, the reader's interest in names is the fundamental cause of the popularity of the gossip column. This interest may be maintained without employing stories reflecting upon the character and reputation of the members of the school community. Nobody will object seriously to accounts of humorous incidents involving students, so long as the accounts are accurate and fair. These incidents are happening continuously in classrooms, corridors, lunchrooms, playgrounds, buses, and on the street. Written up in feature style, they often require no more than a paragraph in the telling. They are truthful accounts presented in interesting style, and they serve to publicise names just as well as do those of the unwholesome type. In fact, this type of material is really superior to the questionable type in public interest within the school and immeasurably so by readers outside the school who may number more than those within.

Interests, ambitions, hobbies, out-of-school activities, travel experiences, and vacation, or after-hours work, experiences are a few of the sources of column material. Such material may be obtained with little difficulty by the active columnist merely by observation and by interviewing students and their friends. Herein lie undeveloped mines of material—so much that a columnist need never lack, and he need never be subject to the charge of publicising repeatedly the names of a select few.

Nearly every student has a side of life which is unknown outside a small group of intimate friends. The columnist who is ever seeking new contacts will discover facts worth

at least a paragraph about persons who are seldom in the regular news stories. In this way, he will widen the circle of interest in the paper and promote goodwill among groups hitherto thought to possess no newsworthy interests.

Often the columnist will uncover stories worth much more than single paragraphs in his column. He should give such accounts separate treatment or tip off another reporter in case his own time is fully occupied with the column. Or he may utilize a paragraph for his column and leave the rest for other handling.

The columnist need not confine his material to humor, although some of it should be laugh provoking. Little paragraphs of praise of the many little acts of kindness and thoughtfulness which so often go unheralded may be used occasionally.

Sometimes students are reluctant to talk about their interests, ambitions, and experiences. Especially is this true in a school where "dirt" is the grist of the column mill week after week. But where the better type of material is the practice, students talk more freely to the columnist-reporter.

The columnist may need to make more than one approach; he may need to seek out timid students several times before gaining sufficient confidence to obtain material of value for publication.

Under the kind of treatment suggested here, the gossip column may no longer be "gossip" or "dirt" or "scandal" in the commonly accepted usage of these terms. It may even need a new name, although some of its contents may still treat of some of the more or less trivial things of momentary interest.

Some student writers as well as readers are certain to raise objections, at least at first, to the type of column material suggested here. They may say it is too tame, that it lacks the excitement of the other type. They may contend that they and their fellow students can and should be able to "take it" when some joke or unwholesome story about them is published. "It is only a joke anyway; everybody knows it isn't true," they say.

But does "everybody" know the story is intended only as a joke? The reader cannot see the writer's smile when he reads the account; he sees only cold print. And if the paragraph is not the truth, what else in the paper is untruthful also?

Since the columnist, along with other members of the school paper staff, is studying and practicing journalism, he should not at any time step outside the journalistic requirements of accuracy, clearness, truthfulness, fair play and good taste.

Ye can lade a man up to the university, but you can't make him think.—J. P. Dunne.

## Noon Hour at the Consolidated School

CARL B. SNOW  
Superintendent

LLOYD NOTHSTINE  
Superintendent and Director of Athletics  
Caledonia Township School  
Caledonia, Michigan

ADMINISTRATORS in charge of consolidated schools are faced with the problem of the large number of students who spend all of their day at the school. When buses bring in fifty to seventy-five per cent of the students from the rural areas, it is an impossibility to expect that the students will be turned out of the building each noon. We must recognize in such schools the need for an educational and recreational program between the completion of the noon lunch and the beginning of the afternoon classes.

In Caledonia we have attempted to examine the noon hour program for educational possibilities beyond the sponsorship of a few activities. We have found unlimited possibilities for student participation and administration. Our plan provides opportunities which we often dream of but never quite obtain in the classroom. The unnatural restraint of the formal classroom atmosphere is removed and in its place comes a friendly and cooperative relationship.

Student participation in the noon hour program should do much to create a desirable atmosphere in the school, develop leadership, help to form the attitude of democratic citizens. Faculty control of this program will remove much of its value. Forcing a program of this type on the pupils will secure at best only half-hearted response. The principal or athletic director will do well to keep himself under cover and provide only occasional stimuli and suggestions.

There are those who will claim inefficiency, lost time, and faulty operation. These same criticisms can be directed towards any democratic institution. In spite of them, the fact remains that democratic methods are more enjoyable and satisfying.

It is important that a successful noon hour program have a sufficient variety of games and activities to allow participation by a large majority of the students. Our present schedule provides the activities listed below:

Chess	Basketball
Checkers	Softball
Chinese Checkers	Shuffleboard
Table Tennis	Horseshoes
Badminton	Tennis
Volleyball	Archery

With two gymnasiums we are able to have  
(Continued on page 206)

# News Notes and Comments

## Admissions Taxed

The United States Internal Revenue Act of 1941 approved in September levies a tax on school entertainments such as carnivals, athletic contests, games, amusements and various other programs where paid admissions are involved.

The only exception to the ten per cent tax on the purchase of the tickets to these various functions is that a child under twelve years of age purchasing a ticket for less than ten cents is exempt from the tax.

The ten per cent tax is based upon the whole or major fractional part of the admission price; that is, tickets sold for one to fourteen cents inclusive will carry a one cent tax while tickets ranging from fifteen to twenty-four cents inclusive will be taxed two cents each. A ticket selling for twenty-five cents will be taxed three cents, etc.—*Arizona Teacher-Parent*.

6,500 associate members of the National Self Government Committee in schools and colleges throughout the country have received the excellent article "The Main Job of Our Schools" by Dr. Wilford M. Aikin, Chairman of the Commission on the Relation of School and College of the Progressive Education Association. Dr. Aikin says there are three reasons why we are missing our main education goal:

"First, our educational institutions have been trying to do so many excellent things that the big thing has been crowded out. We have demanded that the schools teach not only English, science, mathematics, foreign language, and history, but health, safety, home-making, the arts, shop work, trades, shorthand, typing, agriculture and scores of other subjects . . . .

"Second, college requirements for entrance and for graduation do not indicate concern on the part of college for anything distinctly American . . . .

"The third cause of education's failure to do its most important job is that we have taken too much for granted. We have assumed for several decades that American youth do understand the democratic ideal of life. We have taken it for granted that they are ready, upon leaving school, to accept and discharge their responsibilities as citizens . . ."

Dr. Aikin, however, has by no means lost faith. He suggests:

"When boys and girls live day after day in a school that is established upon democratic principles, that way of life becomes

habitual and congenial to them. But it is not enough that they should experience democracy—they must discover its basic principles through experience . . . .

"The youth of the United States are ready to respond to the challenge of a great ideal. They are not soft. If they seem to be concerned chiefly with ease and selfish interests, it is because we have failed to give them their share in the nation's dream and in a strong, united effort to bring the dream into full reality. Give them understanding, challenge them with the great task, and they will preserve, protect, and carry on the way of life that is America."

## Essay Contest on "Characteristics of a Good American"

The American Legion Auxiliary is conducting an essay contest open to boys and girls of junior and senior high school age in the United States, Alaska, Hawaii, Panama and the District of Columbia. The subject of the essay is to be "Characteristics of a Good American."

Fifty-two sets of the *World Book Encyclopedia* will be prizes through the cooperation of the publisher, in addition to a national prize of \$100.00 offered by the auxiliary.

Colorful posters have been prepared announcing conditions of the contest and copies are available, without charge, upon request, for posting on bulletin boards in libraries and school rooms. Address inquiries to the Reference Library, Quarrie Corporation, 35 East Wacker Drive, Chicago.

## Basketball's Golden Anniversary

Fifty years ago Dr. James Naismith invented the game of basketball and it has grown into the most popular interschool athletic game we have.

This year there is a movement on foot for high schools and colleges to play benefit games, the proceeds to be used for a memorial at Springfield, Massachusetts, where Dr. Naismith invented the game while serving as a faculty member of the Springfield Training School.

Back to the Farm, by Merline Shumway—a non-royalty 3-act play, particularly suitable for school use in rural communities—is offered by *School Activities* at 25c per copy.

"Copies of the *Proceedings* of the Fifth Annual Southern Conference on Audio-Visual



Education, which was held in Atlanta on November 13-15, 1941, are available for purchase at \$1.00 each. Included in the *Proceedings* are the principal addresses given at the Conference, and complete stenographic transcripts of seven group forums which were conducted during the Conference by leading audio-visual educators. Orders and remittances should be sent to the Southern Conference on Audio-Visual Education, 223 Walton Street, N. W., Atlanta, Georgia. Postage is free on all orders which are accompanied by remittances."

### Public Relations Tip

The blank period of 15 to 45 minutes that precedes the hoisting of the curtain at a school performance finds the audience with time on their hands—time to read and reflect upon everything that is on the program. More and more schools are capitalizing on this time by including on the printed program, in addition to the procedure of the performance, carefully written notes that explain the history and purpose of the organization that is responsible for the evening's activities.

The notes can briefly tell the story of the personnel of the acting group and how the activity contributes to the development of school and student. In short, it should tell the story behind the program.

School people should use every method available to clarify and interpret the activities of the schools. They must try to anticipate the questions that are forming in the public's mind and proceed to answer them. This program method affords a practical opportunity. —Kansas City, Kansas, November, *Bulletin*.

### Let's Prove It!

Odd, isn't it? The average American can "dish it out" so well but becomes so wrought up when he has to "take it." How easy and enjoyable to "pour it on" but how distasteful it is to find suddenly that you are on the "receiving end."

Have you noticed, so often, the individual that delights in "ribbing" the other fellow is the individual who fairly turns blue with anger when he is the victim of a "ribbing party"?

Athletics? For what? To build character, to learn to give and take, and to teach sportsmanship. Of course! Of course! But—pick up any Saturday morning paper and look at the football or basketball scores. It is saturated with proof of the "bully" "dishing it out" forcing the other fellow to "take it and like it."

Character building? Sometimes a question mark. Learn to give and take? Perhaps; but certainly not in the manner in which Hitler overran Poland. Sportsmanship? Where, I ask, is there one sign of sportsmanship developed by kicking a man when he is down, by running rough shod over a team that is weaker?

Why not be satisfied with a two or three touchdown lead or a twelve or fifteen point margin? Allow the weaker aggregation to play high class ball and look good in defeat, put in your second or third team, give more of your boys a chance for active participation. Prove yourself to be a real developer of character and sportsmanship.—Troy D. Walker in *Oregon Education Journal*.

True patriotism is of no party.—Mollett.

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# Questions from the Floor

BY THE EDITOR

● What can be achieved through extra-curricular activities by way of citizenship building that cannot be achieved through the curriculum?—Frank L. Irwin, Stafford, Kansas.

There are three elements of good citizenship—intelligence, worthy ideals and wholesome habits. Assuming that our students have normal intelligence, there remain, then the ideals to be instilled and the habits to be formed.

The curriculum is long on the ideals of good citizenship but it is extremely short on the establishment of functional habits which come only through pertinent practice. In the formal curricular subjects there are relatively few real and vital opportunities for the development of basic habits of good citizenship. For example, to what extent are such personal qualities or traits as cooperation, courage, initiative, dependability, good sportsmanship, fair play, loyalty, sincerity, etc., developed in the average class in Latin, algebra, science or history? To some extent, to be sure, the ideals are instilled, but actual practice is exceedingly limited. In some of the more modern types of classroom methods there are some opportunities for such development, but even these are limited both in purpose and degree.

Extra-curricular activities abound with settings which not only raise up the ideals in easily understood and appreciated form, but also provide many opportunities for the actual development of the appropriate habits. In short, the student does not merely "learn about," he actually "does"; if his "doing" is good, he and his fellows benefit; if it is bad he and his fellows suffer. Further, he and his fellows can usually very readily see the direct effects of his ideals and habits.

One of the most important influences in our lives is "social pressure." It is well known that a student is usually influenced more by what his fellows think than by what his teacher thinks. And there is much more of this social pressure in extra-curricular activities than there is in curricular affairs.

Still further, many of the extra-curricular activities closely resemble important adult activities; participation in the formal and informal activities of a club, committee, council, dramatic and music cast, or publication staff is quite similar to the adult participation of later years. In the curriculum this is not nearly so true. The student, as an adult, will rarely or never work an algebra problem, translate a Latin sentence, diagram a sentence,

memorize historical dates, or write a formal composition. Of course, academists struggle vigorously—and not very successfully—to justify their subjects on the basis of their "indirect values."

The extra-curriculum cannot be substituted for curricular affairs, even though many of the latter are terribly formal, academic, and useless, but it can very effectively supplement these with motivated opportunities in functional settings through which the actual habits of good citizenship—so sadly neglected in the curriculum—are practiced and established.

● Do you have any information on organizing, conducting, and financing honor societies?—Mary Louise Davies, Morgantown, West Virginia.

We do, but the limitations of space prevent us from giving you much of it. Modestly, may we suggest that, if there is a copy of the writer's *Extra-Curricular Activities* (Macmillan) available, you read chapter XX, entitled "Honor Societies and Awards."

We do not know exactly what type of honor society you have in mind, so we shall suggest several that are highly commendable. The National Honor Society (high school), H. V. Church, 5835 Kimbark Avenue, Chicago; The National Junior Honor Society (junior high and ninth and tenth grades), address same as above. These fine organizations, developed and promoted by the National Association of Secondary School Principals, honor all-roundness; The National Thespian Honor Dramatic Society for High Schools (dramatics)—Ernest Bavely, Campus Station, Cincinnati, Ohio; The National Athletic Scholarship Society (athletics and scholarship)—L. K. Davis, Springfield High School, Springfield, Illinois; The National Forensic League (speaking, etc.)—Bruno E. Jacob, Ripon, Wisconsin. A card to any of these organizations will bring you full information.

● How much money should an athletic program net before it needs de-emphasis?—Frederick Thornton, Johnstown, Pennsylvania.

As we have indicated before, an athletic program should not "net" any money. Admission fees to any and all school events are thoroughly illogical, and, in all probability, illegal also. If these admission-fee events are educational then they should be paid for

entirely by the board of education; if they are not educational, then they should be eliminated in favor of others that are.

At the present time the admission-fee policy seriously handicaps the wholesome development of the activity program because it places belly-laughs, thrills, and spectacularity ahead of education.

Of course, even without admission fees there might still be an over-emphasis on public shows; but certainly such probability would not be nearly so great as the actuality is today.

● *What is considered an average percentage of a student body to receive a school letter based on equal number of points in scholarship, athletics, and general school activities?*  
—Lorena Thomas, Orlando, Florida.

We don't know. And, frankly, we don't care if we don't know. True, some schools set such a percentage, but, personally, we have never been able to see the logic of it.

Two influences are largely responsible for this practice, which, incidentally, is not at all common in American schools. First is the influence of the desire to limit the number of awardees on the theory that this makes the awards all the more honorable because it makes them exclusive. The second influence is a carry-over from mechanical marking systems which make a great play for and a great ado about the "normal curve of distribution."

To our humble way of thinking it is much better to forget all about this "normal curve" idea and to set definite standards (points, credits, or other evaluations)—which do not change from year to year—and then make the awards when the participant has attained this standard. This is definite, easily understood, stable, and fair. A percentage plan means that standards are indefinite, it is difficult to explain and understand, its effects vary from year to year, and frequently it is unfair.

● *What can the homeroom teacher do with pupils who are habitually absent or tardy?*  
—Margaret E. Rains, Mishawaka, Indiana.

First of all she can discover the reasons for such absence or tardiness. School folks are notorious worshippers of perfect records in these two items, and some of this worship is downright dumb. There are many reasons why a pupil may be tardy or absent, even habitually, justifiably. And to assume that all irregularity of attendance is due to a single cause or two is stupid—but apparently this is a common assumption.

Further, rarely, if ever, are two pupils absent or tardy for the same reason. Even

such a common "reason" as "overslept" is not a real reason. Five pupils may give it as a reason and have five causes for this oversleeping. In short, the usual "reasons" given are not real reasons at all, they are merely the effects of more basic causes.

Some of these causes may be traceable to the student himself—but we doubt seriously if many of them can be. They can be traced to parents, organizations, friends, yes, and even to teachers themselves.

Naturally, once the real cause is discovered the teacher has something to work on. Then what? O, a frank discussion with the pupil, his parents, or friends, threats, removal of privileges and other penalties, social pressure from his classmates, etc. The treatment of the trouble must be in terms which the individual pupil understands—and not all pupils understand the same kind of "talk." A variety of medicines must be available.

● *What material can you suggest for our boys' club? Something along the line of character education would meet our needs.*  
—H. A. Williamson, Tonganoxie, Kansas.

Nearly all of the larger publishing houses now issue books written especially for boys and girls, and most of these would be eminently suited to your setting. These books, by means of stories, discussions, illustrations, questions, topics, etc., deal with the personal problems which boys and girls face. In addition, most of these concerns also publish various types of "guidance lessons" or manuals designed largely for use in homerooms. These, too, would be helpful. The list of publishers is too long to be included here, so we suggest that you drop a note to a number of them, indicating your interest and asking for information about suitable publications.

A second suggestion is that you and your group work out your own "course of study." Following strictly a book or guidance workbook would result in a formalized activity that would soon become tiresome and detrimental rather than interesting and helpful.

It is interesting to note that although fifteen years ago there were hardly a half-dozen of these books in existence, now there are literally dozens of them.

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# How We Do It

C. E. ERICKSON, *Department Editor*

## Club Survey

JEANNE STEVENS, *Student, Idabel Junior-Senior High School, Idabel, Oklahoma*

In order to ascertain the scope of the club activities in the high schools throughout this nation, and by means of this evaluation to offer to the students greater opportunity in this field, the student council of Idabel High School, sent questionnaires to high schools in twenty-two states.

This questionnaire was relative to clubs—national, state, or local; and recreational or academic. It requested information as to average size, typical activities, eligibility requirements, objectives, provisions made for the encouragement and limitation of participation, the factors contributing to a successful group, and a list of the extra-curricular clubs.

Of the thirty-six questionnaires sent, twenty-seven were answered. The largest high school interviewed was in Evanston, Illinois, with an enrollment of 3500; Whitefield, New Hampshire, having only ninety-seven students, was the smallest. Sidney Lanier Junior High School in Houston, Texas, had the greatest number of clubs. Their fifty-eight societies reveal a variance of interest from ping-pong to paper dolls, including such active groups as a dancing club and a detective organization.

Fifteen different national clubs were represented in these schools. The most popular ones were the National Honor Society, Quill and Scroll, National Forensic League, and the F.F.A. A very small percentage of the high schools had any state clubs, but of those sponsoring them Riverside, California, had the greatest number.

The survey indicated that the objectives of the club programs in all the schools were fairly uniform: to develop good citizenship qualities, such as leadership, poise, initiative, cooperation, a proper attitude, special abilities and social tendencies.

These club questionnaires have been a very definite step forward in the advancement of our club program toward an ultimate aim—the personal development of the knowledge, interests and culture of each student.

## We Take a One-Day Bus Trip

FELICIA GIACOMINI, *Lawrenceville School Old Forge, Pa.*

It has been a tradition in my school district for the Seniors to take a trip to Washington while members of the Junior High School

wound up the school year with picnics to various lakes.

Five years ago the eighth grade teacher and I decided that students were not doing anything unusual and planned a different activity. Consequently at the beginning of the school term, each one asked the members of her class if they would be interested in visiting the state capitol and Hershey. The enthusiasm was terrific.

Discussions followed wherein the class agreed to have Bank Day every Friday, and each member was to contribute only what he had earned or saved during the week. Meetings were held throughout the year. The classes showed great interest in their state government officials, the city in general, and in the philanthropic activities of Mr. Hershey.

Finally in June Miss A and I chartered a bus. The rate was three dollars per student, and we were to travel a distance of approximately two hundred sixty miles.

Amid cheers and good wishes from parents and other pupils, the bus started on its long journey at five o'clock in the morning. The first stop was made at the Education Building. The Planetarium and the detailed explanation given by the guide whetted the youngsters' appetite for adventure. The Capitol was the next stop. Here again the classes were not disappointed. As a majority of the pupils had never been in a museum, that was our next stop. From there we proceeded to Hershey, where we visited the Hershey Factory, and the Industrial School. The guide led us to the auditorium, where we were shown a movie. Later we toured the school. The bus then went to the park and after we had eaten and rested for an hour, we went to the Zoo. The bus company had made previous arrangement and both pupils and chaperones were allowed to enter free of charge.

In order that pupils will not duplicate visits, we alternate. One year we visit Harrisburg and Hershey, and on the following year we visit Bear Mountain and West Point.

## Our Extra Curricular Schedule

ROSAMOND HUFF, *Junior-Senior High School Plymouth, Wisconsin*

This year our junior-senior high school has included an activity period in its daily schedule. We had been facing the problem of how to make extra-curricular activities available to the large enrollment of rural students who were not able to remain for after school or evening activities. We felt that both

the students and the school were handicapped by this limitation.

The seventh period of the regular school day (2:50-3:45) has been reserved for all of the activities of the school, with the exception of competitive athletics, dramatic productions, and school parties. All students report to their respective homerooms at the end of the sixth hour class, at which time roll is taken, announcements are read, and students then pass to their activities. Those students who have no scheduled activity remain in the homeroom. This period offords an excellent opportunity for individual guidance, in as much as the group remaining in the homeroom is small and varies each day of the week.

The weekly schedule of the activity period is as follows:

Monday: General Program Assembly or:

Athletics  
Debate  
Quit Qui Oc (Year Book) Staff  
Play Rehearsal  
Boys' Glee Club  
Twirling

Tuesday: Clubs: Dance Club (Freshman-Sophomore)

Pep Club	Hobby Club
G.A.A.	Commercial Club
German Club	Handicraft Club
Latin Club	College Club
Conservation Club	Junior:
Hi Y	Dance Club
Dramatic Club	Dramatic Club
Future Farmers	Camera Club
Camera Club	Knitting Club
Library Club	Nature Club
Pen Pal	Hobby Club

Wednesday: Press Club

Play Rehearsal	Boys' Glee Club
Athletics	Junior High Senate
Junior Hi-Lights (Paper)	

Thursday: Play Rehearsal  
Athletics

Senior High Senate  
Junior Touch Football  
Junior Glee Club

Friday: Homeroom Activity  
Senate Reports  
Group Guidance, etc.

We feel that the inclusion of this period in our daily schedule has broadened the range of our curriculum by increasing the number of activities, making it possible for all students to take advantage of this important part of their school experience.

### Book Week Observance

MARJORIE ROGERS, Librarian, Coshocton High School, Coshocton, Ohio

Book Week in Coshocton High School was observed with a broadcast over the public

address system, an assembly program, an essay contest, a display of new books in the library, bulletin board decorations, and the distribution of a new books list throughout the school. The Library Club took the initiative in these activities, which were highlighted by the presentation of a playlet written and directed by a member of the Club. Cooperating in making the week's celebration a success were members of the Tom Tom broadcasting staff, who assisted with the broadcast over the public address system of the school; the English department, that gave credit on essays written for the contest; the Industrial Arts department, that made props for the skit; the public library, that loaned new books for display; and Miss Ruth Leavengood, member of the faculty, who gave a reading from Dickens for the assembly.

### No Tennis Did Not Matter

SAMUEL J. TILDEN, Bloomfield Hills School  
Bloomfield Hills, Michigan

Of all extra-curricular activities, athletic contests with rival schools will always be the leaders. Although intramural competition in our schools is becoming increasingly popular, nothing will ever take the place of the

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thrill of meeting with opponents from up state or down the river.

At our school we have no tennis courts, but this does not prevent us from having a tennis team. The boys wanted a team, and a team they had, with most of the practice after school hours on private courts—clay, grass, and asphalt. Our players were experienced on all. Matches of necessity had to be played away from home.

The climax of a successful activity came the following winter when, with Michigan buried in snow, plans were made for a southern trip during spring vacation. For weeks our students planned and communicated with southern schools, in an effort to schedule the maximum amount of matches in that one short week. To be sure, it rained for every match, and no tennis was played, but this was of no importance as the real values of the trip lay elsewhere.

There was value in the ride of twenty-four hundred miles with no one getting on his neighbor's nerves; value in the sight of an antiquated Ford poking along a rid highway of Georgia, in the realization one does not have to be dashing along the Dixie highway in a streamlined Mercury to find happiness; value in the warm hospitality of a Vanderbilt freshman manager, a hospitality not often found in down town Detroit; value in the sight of ramshackle huts clustered around the furnaces of southern Birmingham; value in the fenced fields of some well kept Lexington estate; and long after the last Latin guerundire has faded into its dusty past, the memory of a plate of turnip greens and hog jowls and a wrong road taken in Georgia may prevail to cheer some hapless former student, now weighed down with unpaid taxes and with sons and daughters gone wrong.

### About Our School Dances?

MERLE V. CHASE, *Principal of Sabetha High School, Sabetha, Kansas*

The school Board here has allowed the juniors and seniors in our high school to dance after the Junior-Senior Banquet for years. This party has for the past several years been held at the local country club. The banquet has been a grand success every year, but the dance after the banquet has not been very successful. We tried different sources of music without much change in interest. We finally came to the conclusion that we must either get greater participation in the dancing program or find some other type of entertainment.

The students in our school have long clamored for school dances. With almost every radio program blasting forth "popular" music and with the spirit and ambition of youth, it was only natural that our students

wanted to dance the same as other young people. We realized that our community was not much different from any other quiet, conservative community.

We have had large Hi-Y and Girl Reserve clubs in our high school for years. Three years ago our Hi-Y and Girl Reserve cabinets asked if they might sponsor a dance for their respective memberships. This was a natural, spontaneous request on the part of these students. We considered this request quite seriously and soon started discussing this problem which was facing us. As sponsor of the Hi-Y club, I first discussed this problem to great length with the boys in the cabinet of this club. Then after the members of the cabinet and I felt that we understood one another, as well as the problem before us, we discussed the problem openly in a regular meeting with the entire membership of the club.

It was decided that there was no other organization in our high school that was more logical to sponsor such a great undertaking. It was our conclusion that we should face the issue and not evade it. As sponsor of the club, I was able to get unusually exclusive information from the boys on my cabinet about what high school boys and girls do if they are allowed to go out and seek and create their own entertainment.

We obtained permission from our school board through our superintendent to attempt to give our student body a dancing party that we considered to be of the right type. We determined in the beginning that these dancing parties were to teach our students that dancing might be made a good type of social intercourse. We instructed our students that dancing should develop better poise and body carriage. They were told that we wanted them to learn to appreciate dancing for the art and grace that it generates. We told them that we expected them to learn to enjoy this type of self-expression as a part of their social development and not just merely as an outlet for their physical ambitions. We were

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interested that our students learn to appreciate dancing without having to drink to do it.

For two years our Hi-Y and Girl Reserve clubs have sponsored these parties and held them in the local city hall, without a word of adverse criticism. They were chaperoned by members of the school faculty, and everyone enjoyed the parties immensely. Members of the school board visited these parties at intervals throughout the two years.

After the usual Hi-Y and Girl Reserve party last fall, there was a rather popular request to hold the next school dance in the high school gymnasium. The question was again brought up in a board meeting, and the board said to go ahead and try it once in the gymnasium and see how it worked out.

We asked each student to talk the matter of school dances over with his parents and then come to a regular assembly meeting prepared to vote according to the wishes of his parents regarding the matter. The vote indicated that the parents in two families were opposed. We considered these objections, but allowed one of the school clubs to go ahead and sponsor an all-school party including dancing in the high school gymnasium. The parents of four students out of a total of 227 were to be considered, but their vote was heavily outweighed. One family frankly objected to such parties being held in our school. This same family had never objected to school dances being held in the local city hall.

In contrast to the objection of one family to such parties being held in the school, dozens of parents have commented to us that they think this is one of the best things that we have ever done for the adolescent youth of our community.

We have been holding these all school parties regularly every four to six weeks throughout the school year, and parents come to visit the party for a few minutes then go away happy that their boys and girls are being properly chaperoned by the teachers of their school in an activity in which they are almost all bound to participate some place, if it has to be a road house or beer garden. We are thoroughly satisfied and have a feeling of gratification as a result of this venture.

### Guidance at Wells High School

MAURICE E. PATON, *Wells High School*  
*Chicago, Illinois*

Soon after Wells High School was established in February, 1935, a guidance program was organized upon an experimental basis. Situated in a densely populated and industrialized area, the school at once discarded purely traditional requirements and undertook the development of a curriculum suited to the needs of the community. Surveys of

the contributing district disclosed existing conditions and furnished data for general planning. As a result, guidance was recognized from the beginning as an integral part of the school organization.

The program has developed along broad lines, providing guidance to all pupils enrolled, and involving the participation of every classroom teacher. At the heart of the plan is the home room, to which pupils are assigned upon the basis of test and social data secured from contributing elementary schools in advance of registration. The teacher in charge assumes the responsibility of guidance for all members in her group. Every effort is made to provide opportunities for her to become acquainted with individuals and to understand their problems. Accordingly, pupils remain with the same teacher throughout their high school course, with no demotions for failure in class work until the end of the 12B semester. During the entire first year, and frequently during the second year as well, each teacher meets her group in one regular class each day in addition to the usual homeroom period. Other helpful contacts are made during visits to homes, teas for parents, and room social hours.

Individual counseling under suitable conditions is provided during a period set aside for the purpose as a regular part of every teacher's daily schedule. The program is so arranged that each pupil is assured of at least four twenty-minute interviews with his homeroom teacher during the semester. Conferences are scheduled to cover such areas as leisure time, school club and social activities, educational plans, and comprehensive examinations. During the final conferences with seniors, problems of vocational adjustment and further education are considered. Outcomes of conferences are entered on individual personnel cards, which are arranged in visible type home room record books.

The coordination of all guidance activities centers in the adjustment office, which is staffed with two part-time administrative assistants. They organize the conference schedule, assist teachers with counseling problems, assemble and interpret personnel data, organize remedial classes, maintain contacts with elementary schools, and administer the freshman orientation week. Their work with individual students is confined to the studies of extreme problem cases.

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# Something to Do

## MAKE A SURVEY OF SCHOOL DEMOCRACY

C. R. HARVEY, *Principal, Tamms Community High School, Tamms, Illinois*

Get students concerned over how to make democracy function in the life of the school-community by conducting a survey of the democratic experiences the school provides. Have the student council or some other group interested in school democracy such as the Hi-Y club to make the survey. Begin by studying the meaning of democracy, especially as it is related to the government and society of the school. Then develop a questionnaire, and give it the title, "Survey of School Democracy." Get a representative sampling of students to fill out the questionnaire, and use the results to reorganize the activities on a more democratic basis, with an extension of student responsibility.

You will find the following questions, taken from a survey made at the Eugene (Oregon) High School, helpful in formulating your questions: (1) What do you understand by school democracy? Does it ever mean to do as you please? Does it mean self-control? Disregard for the rights of others? Does it mean assuming individual responsibility? (2) Is democracy tied up with other things besides government in school? If so, what? (3) What are the weaknesses and faults of democracy as practiced in our school system? What are the beneficial features? (4) How has so-called classroom democracy been abused? What are its values? (5) What constructive criticisms or suggestions would you make to improve the spirit and practice of democracy in the school?

## ESTABLISH A MAGAZINE SERVICE

EDNA VON BERGE, *Kiser High School Dayton, Ohio*

Establish a magazine service for pupils of the school or any one department of the school since many schools have no library through which such service may be given. It may be used in schools having a library, however. The Home Economics Department, for example, receives numerous splendid magazines through school subscriptions, advertising free and sample copies, the teacher's old magazines or contributions from friends or other teachers in the school. It is surprising how many pupils have no contact with magazines of this or any type who enjoy the privilege of taking magazines home for

personal or family use. The method of "signing out" or "signing in" these borrowed magazines may be done through a very simple system. This type of magazine service discourages the use of the "True-Love-Story" type of magazine in which so many pupils indulge, often because they are not familiar with a better variety, do not have them, or have not been educated to them.

## HOLD HOMEROOM DECORATION CONTEST

LOVELLE JOHNSON, *Longfellow Junior High School, Flint, Michigan*

Suggest to your student council a decoration contest among homerooms. If the idea appeals to the council, direct the interests of the school toward the desirable results to be obtained through such a project and propose ways by which the project can be carried on. Point out the desirability of a central theme for each homeroom and the need for seasonal effects. Pictures, leaves, feathers, posters, and historical relics are some types of materials that may be employed to good effect. Provide competent and unbiased judges. Award points for individual contributions, for the general appearance of the room, for improvement in general appearance of the room, and for interest displayed. Give recognition to the winning homerooms by inviting inspection from the public and from the student body as a whole.

## ORGANIZE AN ALL-CITY STUDENT COUNCIL

C. C. HARVEY, *Principal, Tamms Community High School, Tamms, Illinois*

For a city which has a number of schools, a worth-while project is to form an all-city council composed of student representatives of the different institutions. Let this group meet at least once each month with the superintendent to discuss student affairs. Utilize student leadership with the system, and provide an opportunity for the exchange of student ideas and for crystallizing student opinion. Let the group plan and propose projects to develop good citizenship, respect for property, promotion of safety, better inter-school relations, community improvement, etc. Let the council members report the results of their group deliberations before school assemblies. Let them make talks before civic groups in the community, and explain the ideals and work of the schools.

Organizations such as suggested here have

been successful in Kalamazoo, Michigan, New Rochelle, New York, Kansas City, Missouri, and Greeley, Colorado. All-city councils composed of representatives of student councils in the high schools have been organized in a number of cities. The plan of getting students to work hand-in-hand with administrators in dealing with problems of student affairs is growing rapidly. It is not only beneficial to the school system, but it gives students training in taking responsibility, makes for high morale, and leads to strong community support for the schools.

### Educating High School Youth In Safe Hunting Practices

(Continued from page 193)

interesting program. Our membership had been divided into two main groups; the "Careful Hunters" and the "Suicide Squad." Each of these groups had been subdivided into smaller groups of from two to five boys each, in charge of a squad leader and responsible for the portrayal of one scene in the script. Each squad leader had been placed in charge of the properties needed by his group, his part of the script, and with the rehearsing of his scene both independently and during the dress rehearsal which had been held the previous day. The "props" had been placed in readiness by the stage crew, who had built and set up a small section of fence for the "Crawling Through a Fence" sequence; had arranged stumps and logs, to present a natural life setting.

Our program had been planned by the committee to include songs appropriate to the atmosphere that we wished to create. Rounds such as, "A Hunting We Will Go," ballads including, "Home on the Range," a parody on Clemintine were flashed upon the screen at appropriate times, as the program developed. The program was introduced by the Club president and turned over to our master of ceremonies, who introduced each skit in turn and the songs as they appeared in their scheduled order. The seven situations dramatized were selected by the committee as the ones most commonly the causes of hunting accidents, and in each case the "suicide squad" portrayed the incorrect procedure as contrasted with the correct procedure as dramatized by the "Careful Hunter" squads, which followed immediately in sequence.

The reaction of the assembly group, which consisted of students ranging from grades nine to twelve, was most satisfactory. Some time later our program placed among the five most enjoyable of the year. The Club members reported considerable comment on various points which we desired to "put across," and the club as a whole felt that the objective of the program had been realized. Members of the faculty commented upon the worth-

whileness and interesting presentation of our theme "Safety in the Woods," which convinced us that we had combined instruction with entertainment in a highly satisfactory manner.

### Noon Hour at the Consolidated School

(Continued from page 196)

three shuffleboard courts marked off on the smaller one and three volleyball courts on the larger one. The volleyball courts are constructed so that they may be used as badminton courts. To provide variety, we schedule basketball two days per week, volleyball, badminton and mixed games for each of the other three remaining days.

Tournaments in each of the above mentioned activities are arranged, with a small medal provided each of the winners. The medals are purchased from the ten cent entry fees charged to those who enter the tournament. Those who do not enter the tournament may continue to use the equipment and play where there are no tournament games in progress. Announcements are made of games and participants on the day of the scheduled tournament.

An NYA student in charge of the equipment room checks equipment in and out, keeps damaged equipment in repair, inflates balls, and keeps the room tidy. Games of chance are not permitted. Neither are card games which would meet with objections from those who would oppose them from a religious standpoint.

Student officials serve where necessary, and they are provided with instructions in officiating before serving.

A man's country is not a certain area of land, but is a principle, and patriotism is loyalty to that principle.—Curtis.



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## New Helps

● **MUSIC AS A HOBBY**, by Fred B. Barton. Published by Harper and Brothers, 1941. 157 pages.

This is a book for those people who are not musicians. In a highly readable form it presents the thought that anyone can make music and that anyone can enjoy music. It shows the grown person who has been assuming that as a child he missed his chance to become musical that there is always time for one to work—play is a better word—in that field. Readers who have taken for granted that music was not for them will have their eyes opened by this book. They will use music terms in their conversation, they will consider what kind of instrument they would like to play. They will sing and surprise themselves at their singing. They will be musical.

● **HOME HANDICRAFT FOR GIRLS**, by Ruth M. Hall and A. Neely Hall. Published by J. B. Lippincott Company, 1941. 359 pages.

No matter what it is that a young girl wants to do—make a linoleum cut, outfit a marionette, or grow plants in winter—she can find practical rules for doing it well in this book. This book will direct her in creating her own amusements and in entertaining her friends. By the use of more than 400 drawings and illustrations, the authors have given the young girl an abundance of "things to do." Only an examination of this volume will adequately reveal the vast scope of its contents.

● **THE CHILDREN'S PARTY BOOK**, by Mary Breen. Published by A. S. Barnes and Company, 1941. 244 pages.

This book gives ideas and instructions for children's parties—from the time the party is first thought of until the last guest has departed. It is full of plans and games for every occasion when boys and girls come together—rainy days, birthday parties, and seasonal gatherings. It treats exhaustively such subjects as games, costumes, decorations, etc. for children of ages three to fourteen. It is well illustrated and easy to read.

● **CURRICULUM OF MODERN EDUCATION**, by Franklin Bobbitt. Published by McGraw-Hill, 1941. 419 pages.

Here this eminent authority on Curriculum gives to educators his accumulation of thoughts on this subject to date. In the light of an evolving philosophy of education, this book presents the whole subject of curriculum and its place in the education of youth. Ed-

ucation "for the good life" is its theme, and it promises to serve as a textbook on curriculum so long as the generally accepted philosophy of education prevails.

● **OUR SONGS**, edited by Theresa Armitage, Peter W. Dykema, and Gladys Pitcher. Published by C. C. Birchard, 1939. 176 pages.

This is a song book that boys and girls will enjoy. Its many colored illustrations are fascinating, as are the catchy songs that it offers. Some of the songs are of American origin. Others have come from other lands. A number of the selections were written especially for use in this book. This is an excellent song book for the elementary grades.

● **THE ROLE OF THE TEACHER IN HEALTH EDUCATION**, by Ruth M. Strang and Dean F. Smiley. Published by The Macmillan Company, 1941. 359 pages.

Based upon the thought that no nation is stronger than its people, this book renders a valuable service. It begins at the beginning, with education of the teacher in the task of training boys and girls in developing and maintaining strong bodies. It is written for both prospective teachers and teachers in service. It provides facts and ideas for use throughout the elementary school and the high school.

● **CHESS**, by Kenneth M. Grover and Thomas Wiswell. Published by A. S. Barnes and Company, 1941. 93 pages.

Here is a complete and popularly written description of the time honored game of Chess. It will help the reader to understand this complicated game and enable him to play it. The novice will learn the game, how to play it enjoyably, if not expertly, from the beginning. It will improve the game of the experienced player. In it a great number of diagrams help to make the descriptive material easy to comprehend.

We join ourselves to no party that does not carry the flag and keep step to the music of the Union.—Choate.

True liberty allows each individual to do all the good he can to himself without injuring his neighbor.—Calton.

### SOUND EFFECT RECORDS

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## Comedy Cues

"Back from your holiday, eh? Feel any change?"

"Not a penny."—*Mississippi Educational Advance*.

### WE WONDER

An Englishman was visiting this country for the first time, and as he was driving along the highway saw a sign, "Drive slow. This means you!" The Englishman stopped in surprise and exclaimed, "My word! How did they know I was here?"—*Balance Sheet*.

### EXACT DESCRIPTION

Reporter: "What shall I say about the two blondes who made such a fuss at the game?"

Editor: "Why, just say the bleachers went wild."

### TRUTHFUL

Teacher: "This makes five times I have punished you this week. Now, William, what have you to say?"

Bill: "Well, I'm glad it's Friday."—*Wisconsin Journal of Education*.

### SHE KNEW HER FRACTIONS

Mother: "Mary, what time is it?"

Mary: "A quarter of twelve." (Clock strikes three.)

Mother: "Mary, didn't I hear the clock strike three?"

Mary: "Yes, Mother, but isn't three a quarter of twelve?"—*Balance Sheet*.

Teacher (in biology class)—Why does a moth eat a hole in the rug?

The M.C.'s son—Perhaps, teacher, he wants to see the floor show.—*Oklahoma Teacher*

"What an unusual pair of socks you have on—one red and the other green."

"Yes, and I have another pair just like them at home."—*Mississippi Educational Advance*

### NATIONALITY


Employer: "Surely, Miss Jenks, you know the King's English?"

Typist: "Of course he is. Whoever said he wasn't?"—*Wisconsin Journal of Education*

## UNIFORMS

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### NEVER WAS

He came home from school very tearful.

"What's the matter?" asked his uncle.

"I've lost the quarter teacher gave for the best boy in the class," he wailed.

"Never mind," said his uncle. "Here's another quarter. But how did you come to lose it?"

"Because I wasn't the best boy, Uncle."

—*Michigan Education Journal*

### OUT OF BOUNDS

Said an excited citizen to a candidate: I wouldn't vote for you if you were the Angel Gabriel.

To which the politician replied: If I were the Angel Gabriel, you wouldn't be in my precinct.

—*Journal of Education*

### LIKE THUNDER

It is reported that a young man recently stayed up all night to figure out what became of the sun when it went down. It finally dawned on him.—*Michigan Educational Journal*

Radio Announcer: "The three minutes' silence on your radio, ladies and gentlemen, was not due to a technical breakdown, but was sent to you by courtesy of Noiseless Typewriters."—*Rowe Budget*

A doctor had an urgent call from the professor who said that his small son had swallowed a fountain pen.

"I'll be there right away," said the doctor, "but what are you doing in the meantime?"

"Using a pencil," came in answer.

—*Scholastic*

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